

NAVAL POSTGRADUATE SCHOOL
Monterey, California



THESIS

**A COMPARATIVE ANALYSIS OF LEADERSHIP SKILLS
DEVELOPMENT IN MARINE CORPS TRAINING AND
EDUCATION PROGRAMS**

by

Christopher L. Page
Scott H. Miller

December 2002

Thesis Co-Advisors:
:

Alice Crawford
Cary Simon

Approved for public release; distribution is unlimited

THIS PAGE INTENTIONALLY LEFT BLANK

REPORT DOCUMENTATION PAGE			Form Approved OMB No. 0704-0188
<p>Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instruction, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188) Washington DC 20503.</p>			
1. AGENCY USE ONLY (<i>Leave blank</i>)	2. REPORT DATE December 2002	3. REPORT TYPE AND DATES COVERED Master's Thesis	
4. TITLE AND SUBTITLE: A Comparative Analysis of Leadership Skills Development in Marine Corps Training and Education Programs		5. FUNDING NUMBERS	
6. AUTHOR(S) Page Chris L. and Miller Scott H.			
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Naval Postgraduate School Monterey, CA 93943-5000		8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING /MONITORING AGENCY NAME(S) AND ADDRESS(ES) N/A		10. SPONSORING/MONITORING AGENCY REPORT NUMBER	
11. SUPPLEMENTARY NOTES The views expressed in this thesis are those of the author and do not reflect the official policy or position of the Department of Defense or the U.S. Government.			
12a. DISTRIBUTION / AVAILABILITY STATEMENT Approved for public release; distribution is unlimited		12b. DISTRIBUTION CODE	
13. ABSTRACT (<i>maximum 200 words</i>) This thesis analyzes the perceptions of a non-random sample of 210 officers and enlisted Marines in two locations. A researcher-developed survey and semi-structured interviews were administered to ascertain opinions of Marines concerning leadership development. An analysis of the content of leadership training and education courses was also conducted. This information was compared to contemporary leadership theory and relevant models of leadership. In general, leadership development provided is adequate, but is lacking in some areas of skill development, application of skills and values, and relevancy to contemporary leadership issues. Professional Military Education (PME) generally provides relevant leadership training and education to enlisted personnel, but falls short of meeting the expectations of many officers.			
14. SUBJECT TERMS Leadership, Core Values, Leadership Training and Education, Professional Military Education		15. NUMBER OF PAGES 113	
		16. PRICE CODE	
17. SECURITY CLASSIFICATION OF REPORT Unclassified	18. SECURITY CLASSIFICATION OF THIS PAGE Unclassified	19. SECURITY CLASSIFICATION OF ABSTRACT Unclassified	20. LIMITATION OF ABSTRACT UL

NSN 7540-01-280-5500

Standard Form 298 (Rev. 2-89)
Prescribed by ANSI Std. Z39-18

THIS PAGE INTENTIONALLY LEFT BLANK

Approved for public release; distribution is unlimited

**A COMPARATIVE ANALYSIS OF LEADERSHIP SKILLS DEVELOPMENT IN
MARINE CORPS TRAINING AND EDUCATION PROGRAMS**

Christopher L. Page
Major, United States Marine Corps
B.S., Drexel University, 1989

Scott H. Miller
Captain, United States Marine Corps
B.S., United States Merchant Marine Academy, 1993

Submitted in partial fulfillment of the
Requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

**NAVAL POSTGRADUATE SCHOOL
December 2002**

Authors: Christopher L. Page

Scott H. Miller

Approved by: Alice Crawford
Thesis Co-Advisor

Cary Simon
Thesis Co-Advisor

Douglas A. Brook
Dean, Graduate School of Business and Public Policy

THIS PAGE INTENTIONALLY LEFT BLANK

ABSTRACT

This thesis analyzes the perceptions of a non-random sample of 210 officers and enlisted Marines in two locations. A researcher-developed survey and semi-structured interviews were administered to ascertain opinions of Marines concerning leadership development. An analysis of the content of leadership training and education courses was also conducted. This information was compared to contemporary leadership theory and relevant models of leadership. In general, leadership development provided is adequate, but is lacking in some areas of skill development, application of skills and values, and relevancy to contemporary leadership issues. Professional Military Education (PME) generally provides relevant leadership training and education to enlisted personnel, but falls short of meeting the expectations of many officers.

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

I.	INTRODUCTION.....	1
A.	BACKGROUND	1
B.	RESEARCH QUESTIONS	2
C.	METHODOLOGY	3
D.	ORGANIZATION OF THIS IS	4
E.	SUMMARY	4
II.	MARINE CORPS LEADERSHIP TRAINING AND EDUCATION OVERVIEW.....	7
A.	CURRENT APPROACH TO LEADERSHIP SKILLS DEVELOPMENT	7
B.	STRUCTURE AND ROLE OF TRAINING AND EDUCATION COMMAND (TECOM)	8
C.	TRAINING AND EDUCATION DEFINED	9
D.	TRAINING COMMAND	9
E.	EDUCATION COMMAND	10
F.	PROFESSIONAL MILITARY EDUCATION (PME)	10
G.	SEQUENCE OF TRAINING AND EDUCATION COURSES	11
H.	SUMMARY	13
III.	LITERATURE REVIEW OF LEADERSHIP MODELS	15
A.	HISTORY AND PERTINENCE OF LEADERSHIP MODELS	15
1.	Genetic Leadership Theory	16
2.	Trait Theory	16
3.	Behavior Theory.....	16
4.	Contingency or Situational Leadership Models	18
5.	Normative Leadership Model	19
6.	Path-Goal Theory Model.....	20
7.	Developmental Theory	20
8.	Transforming Leadership Theory	21
9.	Greatness Theory: Leadership Diamond Model	21
10.	Sacrificial or Servant Leadership Model.....	23
B.	SUMMARY	24
IV.	LEADERSHIP TRAINING AND EDUCATION COURSE CURRICULA.....	25
A.	TRAINING AND EDUCATION CATEGORIES	25
B.	LEADERSHIP DEFINED	26
C.	FOUNDATIONS OF MARINE CORPS LEADERSHIP DEVELOPMENT	26
1.	Core Values	26
2.	Traits and Principles.....	27
D.	OFFICER COURSES	27
1.	Officer Candidates School (OCS).....	27
2.	The Basic School (TBS)	29
3.	Expeditionary Warfare School (EWS).....	30

E.	4. Command and Staff Course (CSC).....	31
	ENLISTED COURSES	32
1.	Recruit Training.....	32
2.	Drill Instructor School.....	32
3.	Noncommissioned Officers (NCO) Course	36
	a. <i>Counseling</i>	36
	b. <i>Proficiency/Conduct Marks</i>	37
	c. <i>Leadership Concepts</i>	37
	d. <i>Leadership Roles</i>	38
	e. <i>Leadership Styles</i>	39
	f. <i>Leadership Training</i>	40
4.	Staff Noncommissioned Officer Academy (SNCOA)	40
F.	SUMMARY	40
V.	DATA ANALYSIS.....	43
A.	RESULTS	43
1.	Results of Likert-Scaled Questions.....	43
a.	<i>Question One: I Understand the Definition and Role of Core Values</i>	43
b.	<i>Question Two: Senior Officers in My Last Command Exemplified Core Values</i>	44
c.	<i>Question Three: Core Values Positively Affect My Leadership Decisions</i>	45
d.	<i>Question Four: Leadership Training and Education Positively Impacted Climate and Morale in My Last Command</i>	46
e.	<i>Question Five: I Received Relevant Leadership Training And Education at One of the Following Entry-Level Schools: Marine Corps Recruit Depot, Officer Candidates School, and/or the Basic School</i>	47
f.	<i>Question Six: I Received Relevant Leadership Training and Education While At My Primary Military Occupational or Follow-On School</i>	48
g.	<i>Question Seven: I Have Received Relevant Leadership Training During My Career Directly from Superiors and/or Unit Commanders</i>	49
h.	<i>Question Eight: Professional Military Education (PME) Courses Have Prepared Me Well for Leadership Roles and Responsibilities Throughout My Career</i>	49
i.	<i>Question Nine: Professional Military Education Progressively Builds on Leadership Concepts I Have Received in Earlier Courses</i>	50
j.	<i>Question 10: Leadership Training Was Applicable to Daily Operations in My Last Command</i>	51
k.	<i>Question 11: I Was Counseled on My Leadership Performance in My Last Command</i>	52

l.	<i>Question 12: Current Leadership Training and Education Positively Impacts My Job Performance</i>	53
m.	<i>Question 13: Leadership Training and Education Has Prepared Me to Deal with Equal Opportunity and/or Sexual Harassment Issues</i>	54
n.	<i>Question 14: Leadership Training and Education Has Prepared Me To Deal with Issues Affecting Unit Readiness</i>	55
o.	<i>Question 15: Leadership Training and Education Has Prepared Me to Deal with a Wider Range of issues, e.g., "War on Terrorism," Military Operations Other Than War</i>	56
p.	<i>Question 16: Leadership Training and Education Should Be Adapted (Modified) to Fit the Entering Generation of Recruits</i>	57
q.	<i>Question 17: Leadership Training and Education Prepared Me to Lead Subordinates</i>	58
r.	<i>Question 18: Marine Corps Leadership Training and Education Courses Have Taught Me Everything I Need to Know About Leadership</i>	59
s.	<i>Question 19: I received Formal Leadership Training in My Last Command</i>	60
2.	Results of Open-Ended Questions	61
a.	<i>List the Three Most Important Leadership Skills You Have Received from Formal Training and Education Programs in the Marine Corps</i>	63
b.	<i>What Leadership Skills are Lacking from Formal Education and Training?</i>	63
c.	<i>What is the Most Valuable Leadership Training and Education Program or Course Currently Provided by the Marine Corps?</i>	64
d.	<i>Additional Comments</i>	64
3.	Results of Interview Questions	65
a.	<i>What Have Been the Most Significant Leadership Skills or Principles the Marine Corps Has Formally Taught You and How Have Those Principles Prepared You for Leadership Roles?</i>	66
b.	<i>Is Current Leadership Education Relevant to Contemporary Issues and Missions Such As "War On Terror" and Military Operations Other Than War (MOOTW)? If Not, What Should Be Incorporated? What New Topics Have Been Added in the Past Year As a Result of Changes in the Environment? What Topics Have Been Removed?</i>	66

c.	<i>How and Where Do Core Values Fit Into Leadership Education? How Are They Incorporated Into the Mission of the School?.....</i>	67
d.	<i>Which Leadership Skills Are the Most Important to Commissioned Officers? Which Are Most Important to Non-Commissioned Officers? Which Leadership Skills Are the Most Applicable/Important to Officers/Enlisted Personnel in the Garrison Environment? Which Are Most Applicable/Important in the Combat Environment? ...</i>	67
e.	<i>How Does Leadership Education Affect Command Climate and/or Morale Within A Unit? How Do Educational/Training Programs Like Equal Opportunity, Sexual Harassment, etc. Specifically Impact Command Climate and Morale? What Are the Most Important or Valuable Training and Education Programs Taught by the Marine Corps?.....</i>	68
f.	<i>What Leadership Models Are Most Relevant to the Marine Corps? Which One Fits the Marine Corps Role and Mission Best?.....</i>	68
g.	<i>What Specific Leadership Skills Should the Marine Corps Focus On in Order to Develop the Leaders of Tomorrow? What Initiatives Are Currently Underway for Improvement or Enhancement of Leadership Skills Development?</i>	69
B.	SUMMARY	69
VI.	CONCLUSIONS AND RECOMMENDATIONS	71
A.	CORE VALUES, ETHICS, AND FOUNDATIONAL LEADERSHIP TRAINING AND EDUCATION	71
B.	RELEVANCE OF TRAINING AND EDUCATION	72
C.	COMMAND CLIMATE	75
D.	SKILL SETS DESIRED	77
E.	OVERALL SATISFACTION AND GENERAL COMMENTS	77
F.	BASELINE CONTINUUM OF SKILLS DEVELOPMENT	78
G.	SUMMARY	79
H.	AREAS OF FUTURE RESEARCH.....	80
	APPENDIX A. SURVEY QUESTIONS	81
	APPENDIX B. INTERVIEW QUESTIONS	83
	APPENDIX C. TECOM ORGANIZATION	85
	APPENDIX D. LIST OF LEADERSHIP TRAITS AND PRINCIPLES	87
	APPENDIX E. SURVEY RESULTS	89
	LIST OF REFERENCES	91
	INITIAL DISTRIBUTION LIST.....	95

LIST OF FIGURES

Figure 3-1.	The Managerial Grid.....	17
Figure 3-2.	Leader Behavior Styles.....	19
Figure 3-3.	Leadership Diamond.	22
Figure 3-4.	Sacrificial Leadership Model.	23
Figure 5-1.	Results of Question One.	44
Figure 5-2.	Results of Question Two.....	45
Figure 5-3.	Results of Question Three.	46
Figure 5-4.	Results of Question Four.....	47
Figure 5-5.	Results of Question Five.....	48
Figure 5-6.	Results of Question Six.	48
Figure 5-7.	Results of Question Seven.....	49
Figure 5-8.	Results of Question Eight.....	50
Figure 5-9.	Results of Question Nine.	51
Figure 5-10.	Results of Question Ten.....	52
Figure 5-11.	Results of Question Eleven.	53
Figure 5-12.	Results of Question Twelve.....	54
Figure 5-13.	Results of Question Thirteen.	55
Figure 5-14.	Results of Question Fourteen.....	56
Figure 5-15.	Results of Question Fifteen.	57
Figure 5-16.	Results of Question Sixteen.....	58
Figure 5-17.	Results of Question Seventeen.	59
Figure 5-18.	Results of Question Eighteen.....	60
Figure 5-19.	Results of Question Nineteen.....	61
Figure 6-1.	Continuum of Leadership Skills.....	79

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF TABLES

Table 5-1a.	Summary of Officer Skills and Courses.....	62
Table 5-1b.	Summary of SNCO Skills and Courses.....	62
Table 5-1c.	Summary of Junior Enlisted Skills and Courses.....	63

THIS PAGE INTENTIONALLY LEFT BLANK

ACKNOWLEDGMENTS

The authors would like to thank the Marine Corps Equal Opportunity Branch for providing assistance, support, and information as well as valuable comments in researching this topic. We would also like to thank Professors Alice Crawford and Cary Simon for their invaluable insight, wisdom, and expertise on the subject of leadership. Finally, we are grateful to our wives for their loving support and patience while we completed this thesis.

THIS PAGE INTENTIONALLY LEFT BLANK

I. INTRODUCTION

The Marine Corps places tremendous emphasis on the development of leadership ability in Marines to accomplish its mission. “Leadership,” the term often referenced as the catchall solution to complex problems (Bolman & Deal, 1997), is also broadly defined with close to 276 definitions (Bennis & Thomas, 2002). Given this strong reliance on leadership, does the Corps provide a systematic development process that builds on foundational leadership skills and principles to solve today’s contingencies? The goal of this thesis is to examine the approach to leadership development within the Marine Corps and provide a framework for analyzing its relevancy.

A. BACKGROUND

The United States Marine Corps has long been recognized as one of the hallmark institutions for developing and training future leaders. Two basic objectives drive the Corp’s approach to leadership development: 1) the making of Marines and 2) winning battles (Commandant’s Planning Guidance, 1999 & Marine Corps Strategy, 2000). The first, by definition, constitutes tangible training and education topics such as technical and occupational skills development, which are critical to mission accomplishment. However, it also implies the more intangible aspects of training and education commonly known as leadership that are poured into every Marine. The process of developing individuals of sound character and ability is the mainstay of training and education. The Corps is widely respected for positive results in recruiting, mission accomplishment, and public support. Ideally, this is a direct function of leadership training and education.

The template for leadership development in the Corps has been highlighted in a number of works from Marine Corps orders and publications to a variety of books and articles such as “Corps Values” (Miller, 1997) and “Making the Corps” (Ricks, 1998). Outlining Marine leadership development encompasses a complete review of training and education Marines receive during their careers. Although leadership development is an ongoing process, the earliest stages of development occur during initial training at boot camp for enlisted Marines and Officer Candidate School (OCS) for officers. There, basic skills and beliefs about leadership are taught, espoused, and even evaluated in order

to develop the best leaders possible. These beliefs are often carried over to follow-on education and ultimately find their way into unit training and practice. Development and expansion of leadership skills then becomes the responsibility of individual leaders at all levels. This process is referred to as transformation, and is the responsibility of institutions and individual leaders at every level in the Corps. Marine leaders are required to possess the requisite skills and knowledge concerning leadership in order to further develop and mentor junior subordinates (MCRP 6-11D).

Although the process of transformation in the Marine Corps has been applied for over two hundred years, the results of a recent exit/retention survey administered to over 45,000 Marines by Headquarters Marine Corps in 2001 indicated some dissatisfaction with leadership efforts within the Marine Corps (Lubold, 2002). The need for successful individual leadership at all levels is paramount in maintaining trust and confidence and providing for a high state of readiness and morale (MCRP 6-11D). Which skills should be taught and how should current training be approached to achieve a high degree of morale and effectiveness? Is the Marine Corps formal training and education system providing the kinds of skill sets needed by Marine leaders? Has the Corps adapted its current leadership education approach to compensate for a changing environment in regard to contemporary issues such as equal opportunity, positive organizational climate, and future warfare environments? This thesis seeks to provide answers to these questions.

B. RESEARCH QUESTIONS

The following specific questions are answered:

- What leadership core competencies, skills, and principles do Marine Corps courses teach? How consistent are the various leadership materials, and how relevant are these principles among company and field grade officers, and enlisted personnel?
- Which leadership skills do company and field grade officers find most applicable and valuable in their daily operations?
- Which leadership skills do Non-Commissioned and senior Non-Commissioned Officers find most applicable and valuable in their daily operations?
- How can leadership training and education be improved to positively impact command climate and Equal Opportunity for all Marines?

- What leadership models appear to have the most substantial impact in terms of supporting an array of missions and institutional ethos?
- Does the Marine Corps training and education system accommodate a model or facilitate the leadership philosophy?

C. METHODOLOGY

This thesis first outlines current leadership training and education materials across eight formal courses by conducting a content review of course curricula. Next it examines the relevancy of principles and practices of leadership training and education among those courses. This is accomplished by analyzing perceptions of non-random samples of officers and enlisted personnel via a two-part survey consisting of a combination of Likert-scale questions and open-ended questions. The results of this survey are then compared against actual training and education to determine potential gaps. Results are also analyzed with respect to how the Marine Corps is perceived in terms of overall satisfaction with leadership, and possible impacts on job performance, equal opportunity (EO), and command climate.

A written survey (Appendix A) was administered to thirty-five enlisted Marines, ranging from Private First Class to Sergeant, who were assigned to Marine Corps Base Quantico, Virginia, and one hundred and sixty Staff Non-Commissioned Officers ranging from Staff Sergeants to Gunnery Sergeants attending the Staff Non-Commissioned Officers Academy (SNCOA) at Quantico, Virginia. The survey was also administered to forty Marine officers, in the grade of First Lieutenant to Lieutenant Colonel, at the Naval Postgraduate School (NPS). Additionally, structured interviews (Appendix B) were conducted with the following key personnel within the Training and Education Command (TECOM):

- Commanding Officer, Officer Candidate School (OCS)
- Director, Expeditionary Warfare School (EWS)
- Director, Command and Staff Course (CSC)
- Operations Officer, Marine Corps University (MCU)
- Head instructor, The Basic School (TBS)
- Director, Staff Non-Commissioned Officer Academy (SNCOA)

The purpose of the interviews is to gather opinions about the importance, relevance, and content of leadership development courses from those Marines responsible for various training and education courses. The interviews also provide context to results of the survey data and the content review.

Finally, a continuum of leadership skills, developed by the Equal Opportunity Branch, Manpower Division, Headquarters Marine Corps, is used to outline the key areas of proposed competency and relevancy based on analysis of the findings. Recommendations are then made to improve existing leadership training and development.

D. ORGANIZATION OF THESIS

Chapter I provides a background for the research and poses questions about the relevancy of current leadership training and education. Chapter II gives an overview of the current approach and structure through which leadership training and education occurs within the Marine Corps. Chapter III reviews contemporary models of leadership that may be relevant to Marine Corps values, training, and education, and uses these models to highlight key principles while providing a framework for analyzing survey data. Chapter IV outlines the content of curricula from the major training and education courses to highlight the emphasis of leadership-related topics. Chapter V uses the results of the researcher-administered survey to compare current leadership development with the perceptions of Marines. Chapter VI provides conclusions and recommendations for improvement to current training and education and offers several areas of proposed study.

E. SUMMARY

Marine Corps leadership focuses on two primary objectives: 1) Development of individual Marines and 2) Mission accomplishment, the first precedes the second and is necessary in order to fulfill the second (MCRP 6-11D). The need for leadership is apparent, but exactly what defines leadership and how do we attain it? This thesis examines these topics with the intent of providing a framework for analyzing training and education currently conducted. The researchers assume for the purpose of this study that development of leadership skills directly relates to successful mission accomplishment

and positive command climate. The next chapter discusses the structure and framework of training and education within the Marine Corps and lays the foundation of current doctrine.

THIS PAGE INTENTIONALLY LEFT BLANK

II. MARINE CORPS LEADERSHIP TRAINING AND EDUCATION OVERVIEW

Marine Corps leadership development is the primary responsibility of the Training and Education Command (TECOM) located at Quantico, Virginia. Leadership skills development also extends to follow-on schools and ultimately individual units; however, TECOM plays either a direct or supporting role by providing schoolhouse instruction or non-resident course materials and guidance. The purpose of this chapter is to highlight the Marine Corps approach to leadership skills development and outline the structure under which it is taught. In short, this chapter summarizes the “Marine Way” to developing future leaders.¹

A. CURRENT APPROACH TO LEADERSHIP SKILLS DEVELOPMENT

Leadership skills development encompasses three distinct phases of the transformation process (MCO 1500.56):

Initial entry level development – This phase occurs during first exposure to official military training at either Marine Corps Recruit Depot (MCRD) or boot camp for enlisted or Officer Candidates School (OCS) for officers. Subsequent to Officer Candidates School is The Basic School (TBS), which all Marine Officers attend prior to any other follow-on training or assignments. The goals of these schools differ slightly with respect to relevant leadership development topics. For enlisted personnel, the intent is to mold and fashion a Marine from the ground up, regardless of background or inherent value systems. For officers, inherent values are expected since candidates have been pre-screened. Therefore, initial development focuses on issues that typically confront newly commissioned officers upon assignment.²

Reinforced development – This occurs during follow-on courses. Typically, this training is designed to teach the technical and tactical skills required to produce proficiency within individuals. In addition, these courses attempt to provide leadership skills for operational environments in which Marines will find themselves. However, they are not primarily oriented toward teaching leadership. These courses provide the basic

¹ Commanding Officer, Officer Candidates School, interview by authors, Quantico, VA, October 2002.

² Commanding Officer, Officer Candidates School, interview by authors, Quantico, VA, October 2002.

skills Marines need to accomplish their specific trade or function. Curricula that address leadership topics are developed internally and are incorporated into these schoolhouses in accordance with Marine Corps orders and directives.

Sustainment level development – This occurs once fully trained Marines arrive at their first command and continues until they detach their last command. Commanding officers are required to develop and maintain a continuous program of leadership training and education for every Marine under their command (MCO 5390.2D). This effort is also supported by a number of additional publications, reading materials, and programs designed to teach the expectations and skills necessary to be successful both on and off the battlefield. These materials are developed internally by the unit and/or are ordered from Marine Corps agencies external to the unit. However, there are no set parameters or requirements attached to this level of training and education. Marine leaders are allowed the freedom to develop training and education programs that best suits their unit. Therefore, they must possess the requisite skills and knowledge to teach their Marines about leadership (MCRP 6-11D).

B. STRUCTURE AND ROLE OF TRAINING AND EDUCATION COMMAND (TECOM)

Systems, processes, and courses designed to perform the functions of either training or education within the Marine Corps fall under the organization of TECOM. TECOM is headed by a Major General who oversees two Marine Corps Recruit Depots (MCRDs), the Marine Air Ground Task Force Training Command (MAGTFTC), Marine Air Wing Training Squadron One (MAWTS-1), and the Mountain Warfare Training Center (MWTC), in addition to its oversight of the Training Command and Education Command (Appendix C). The Marine Corps Training and Education Command is primarily responsible to

develop, coordinate, resource, execute, and evaluate training and education concepts, policies, plans, and programs to ensure Marines are prepared to meet the challenges of present and future operational environments.³

This Thesis focuses primarily on The Training and Education arms of the command, which are organized separately into Training Command and Education Command or the Marine Corps University (MCU). In addition, the process of

³ Training and Education Command mission statement, 2002.

Professional Military Education (PME), conducted external to Training Command and Education Command, is described as it relates to and supports the overall goal of equipping Marines for leadership roles. TECOM supports both resident and non-resident education at the schoolhouse and unit-levels.

C. TRAINING AND EDUCATION DEFINED

Training and education within the Marine Corps are not synonymous, but defined separately as follows:

Training: the conduct of instruction, discipline, or drill; the building of information and procedures; and the progressive repetition of tasks -the product of which is skill development and proficiency (MCO 1553.1B). The goal of training is to produce a Marine capable of performing a specific routine function with proficiency.

Education: the process of moral and mental development; the drawing out of students to initiate the learning process and bring their own interpretations and energies to bear, the product of which is a creative mind (MCO 1553.1B). The goal of education is to produce thinkers.

This distinction is reflected in the separate command organizations of the Training Command and the Education Command, each of which is commanded by a Brigadier General. Since leadership development is not the sole responsibility of either command, we first discuss the structure of each command, and then refer to leadership development within TECOM as a whole throughout the thesis.

D. TRAINING COMMAND

Training Command consists of the following courses:

- MCRD or boot camp, which is attended by new recruits
- Officer Candidates School (OCS), which is attended by candidates for officer programs who are currently being screened
- The Basic School (TBS), which is attended by newly commissioned officers who have successfully completed the screening process

These courses are the first exposure officers and enlisted Marines have to formal military disciplines and training. During these courses, foundations of military leadership are introduced through stressful atmospheres and shared hardship among fellow comrades. After initial military skills are developed, Marines are sent to “follow on” courses designed to teach specific skills such as Camp Lejeune’s school of infantry (SOI)

for infantry skills/tactics, Fort Sill's artillery school for artillery and forward observer training, Camp Lejeune's combat engineering school for engineering and demolition skills or Camp Lejeune's food service school for basic food preparation and hygiene skills. Skill-based training focuses on how to employ military formations, tactics, and weapon systems in combat environments. Follow-on training represents the second phase, and subsequently a narrower focus on technical skills and military proficiency. Leadership topics are incorporated into course curricula, but only as they relate to both the mission of the school and current mandated Department of Defense (DoD) training requirements. In short, training seeks to provide basic skills and introduce the concept of military leadership to newly acclimated service members.

E. EDUCATION COMMAND

Education Command consists of the following courses:

- Staff Non-Commissioned Officer Academy (SNCOA), which is attended by enlisted personnel in the ranks of Staff Sergeant through Gunnery Sergeant
- Expeditionary Warfare School (EWS), which is attended by Captains
- Command and Staff Course (CSC), which is attended by Majors

The purpose of the Education Command is to develop, execute, and evaluate Professional Military Education focusing on leadership and our core competencies through resident and distance education programs in order to prepare students to meet the challenges of present and future operational environments.⁴ Education focuses on the philosophy of leadership in military scenarios. Military ethics, decision-making, motivation of troops, and other leadership topics are addressed in both garrison and combat environments. The goal is to produce military minds that are capable of dealing with a variety of scenarios.

F. PROFESSIONAL MILITARY EDUCATION (PME)

This term is used both to describe the process of life-long learning as a Marine and also to refer to formal instruction provided by TECOM courses. PME encompasses both resident and non-resident courses; however, most PME is conducted in non-resident programs. In a broad sense, PME is an individual responsibility; however, it is directly

⁴ Education Command mission statement, 2002.

supported by TECOM via several agencies that are described below. It should be noted that these organizations function as support mechanisms and often overlap course materials with resident education courses listed under the Education Command.

- Distance Learning Center (DLC): This is the distance arm of MCU including the MCU resource center (electronic library), Marine Corps Institute, and access to faculty and academic chairs as a resource for Marines
- Marine Corps Institute (MCI): MCI is the production arm of the DLC providing curriculum development, mailing and administrative support to the individual Marine. MCI is a primary resource for course materials
- College of Continuing Education (CCE): The CCE works with MCI to provide course materials and record keeping on officers for the EWS and CSC onsite seminars designed to assist officers in completing instruction
- Professional Reading Program: This program provides lists of reading materials appropriate to each rank. It is designed to enhance education but is not formally tied to any other course. This program adds practical and historical content to both resident and non-resident courses and provides unit commanders a common basis of reference for unit-level training and education.

In addition, PME includes courses such as the Non-Commissioned Officers Courses, which are run at both the unit-level and resident academies, as well as other leadership specific non-resident courses developed by MCI. Although these last two educational venues do not formally fall entirely under TECOM, they do contain leadership development topics, which are indirectly supported by TECOM.

G. SEQUENCE OF TRAINING AND EDUCATION COURSES

Officer progression begins with evaluation at OCS to determine the leadership potential of an individual. Those found to lack basic values or potential to lead are screened out of the program. Once commissioned, all Marine officers attend TBS for six months of basic infantry officer training and indoctrination into leadership at the small unit-level. Marine Lieutenants learn practical steps to troop leading, counseling, and a host of other skills necessary to deal with everyday issues.

The next step as a Marine Captain is to attend EWS for advanced planning in amphibious operations, staff planning processes, and tactical/operational level engagements. Leadership education at this level frequently focuses on combat-specific

environments to include the study and design of battlefields, historical engagements, and the necessary moral traits needed for success in these environments.

Marine Majors must next complete the CSC where they study staff actions, joint operations, operations other than war (OOTW) and the ethics of command. Heavy emphasis is placed on military history as the method of inculcating ideals and/or models of effective leadership. Most of the time is spent on placing students into situations that have ambiguous variables and solutions. The emphasis is on preparing students for follow-on command and staff positions and providing them with a well-rounded education tempered in leadership thought and command philosophy.

Lieutenant Colonels can then complete either the Marine Corps War College or a top-level service school such as the Industrial College of the Armed Forces (ICAF), where previous education is implemented into joint service environments and strategic level operations.

The enlisted progression varies somewhat in that the MCRDs evaluate young citizens for potential, however, the greater purpose is to teach and indoctrinate values, ideals, and character and thus mold individuals into Marines. Once this process is completed at boot camp, Marines are sent to the school of infantry (SOI) for subsequent infantry tactics training or to a follow-on specialty school for specific functional training. Here they learn the trades and skills required for them to accomplish the mission. Unlike officers, enlisted personnel are trained to fulfill a specific duty within a rifle squad or administrative section, for example. Ultimately, they are promoted in relationship to their specialty field.

The next step in developing leadership-specific skills for enlisted personnel takes place at an NCO course (Sergeant or Corporal) where new disciplines such as how to handle subordinates are instilled and basics such as physical fitness are reemphasized. Once promoted to the ranks of Staff Sergeant, personnel must then complete the Staff Course or SNCOA where, again, they are exposed to basic leadership skills, but at a higher level of responsibility. Gunnery Sergeants attend the career course, which is similar in content, but does incorporate more discussion about contemporary issues in the

Corps. Senior enlisted personnel in the grades of E8 -E9 will attend the advanced course where discussion of Corps-wide enlisted issues becomes the predominant topic.

These two tracks represent ideal career paths for training, education, and promotion of Marines. They are designed to teach leadership at successive levels by building on skills and abilities learned at previous courses. Courses are not mandatory, but are tied directly to promotion and advancement. Many Marines do not attend these courses due to deployment schedules, funding, and non-availability of school seats, or simply by choice. For these Marines, leadership development is limited to experiences at entry-level, follow-on, and unit-level programs. Hence, it is incumbent upon Marine leaders to ascertain the best training and education they can and then pass that information and experience on to junior Marines.

H. SUMMARY

Leadership skills development is a primary mission of TECOM. This function is accomplished through a sequence of formal courses that evolve from training to education over the career of a Marine. Training and Education are defined separately; the goal of training is to teach progressive repetition of tasks to produce proficiency, while the goal of education is to engender the learning process and thus produce “thinkers” (MCO P1553.4A). Several support organizations exist to facilitate these efforts and to bring a coordinated approach to leadership development.

The ideal career progression for officers follows basic leadership skills at initial courses, maturing into broader command philosophy later on. Enlisted progression lays foundational skills at early levels, and then continues to reinforce these concepts by placing individuals in environments where they can practice them at increasing levels of responsibility. In each case, advancement in rank is conditional to successful completion and demonstration of these skills.

The next chapter provides contemporary examples of leadership models that are both theoretical and also practiced by military, volunteer, and business organizations.

The intent is to introduce a framework that characterizes the Marine Corps approach to

teaching leadership skills. This framework is used in subsequent chapters to examine content and perceptions of the relevancy of leadership training and education as a whole within the Corps.

III. LITERATURE REVIEW OF LEADERSHIP MODELS

Marine Corps leadership development begins with a basic understanding of characteristics and traits that historical leaders have displayed in the past. Development of individual skills is designed to follow the progression of a Marine's career, i.e., master the basic principles and enhance skills and abilities progressively with rank. Many Marine Corps instructional courses draw from one or more of the theoretical models of leadership, which will be discussed in the following sections.

A. HISTORY AND PERTINENCE OF LEADERSHIP MODELS

"The scientific study of leadership can be roughly divided into periods: the trait period, from around 1910 to World War II, the behavior period, from the onset of World War II to the late 1960s, and the contingency period, from the late 1960s to the present." (Chemers, 1984) The most recent models of leadership that have evolved are those dealing with transformation and strategic vision and are often referred to as the leader and follower schools of thought (Greenberg, 1999).

Theoretical leadership frameworks assist in analyzing leadership development within organizations in three ways: 1) by increasing understanding of organizations, 2) by predicting successful leadership; and 3) by enhancing desired results. In short, a leadership model can be an example for emulation or use in a given situation (Lussier & Achua, 2001). The following discussion is not intended to fit Marine Corps leadership into any one model, but to compare and contrast models reflective of the concepts and ideas typically emphasized in training and education courses. The goal of this chapter is to outline contemporary leadership models in terms of congruence with actual Marine Corps leadership training and education.

Leadership models have evolved over the decades, sometimes splitting into different schools of thought, sometimes building on prior models. The intent in this study is to consider applicability to the Marine Corps. For example, what are the actual or implied goals in a model, and what does the Marine Corps emphasize or not emphasize in its training and education? The terms model, theory, and framework are used interchangeably for presentation purposes.

1. Genetic Leadership Theory

The idea that leadership is inherently bestowed on individuals from birth is known as genetic theory. Genetic theory implies that leadership abilities are passed down by generation and leaders are born not made. It also implies that these “born leaders” need no training as they mature. Genetic theory dates back to the reign of monarchies in Europe and is at the extreme end of the nature-nurture spectrum (Montana & Charnov, 2000). The Marine Corps screens and evaluates candidates for leadership positions based on demonstrated potential. Although not a pure application of genetic theory, certain inherent capabilities are expected and rewarded prior to selection.

2. Trait Theory

Trait theory focuses on the concept that great leaders possess different traits than the average person. Traits include inherited characteristics such as physical size and intelligence, and acquired traits such as knowledge or experience. The point is that effective leaders can be described in terms of various sets of attributes and traits, e.g., perseverance, honesty, physical stamina, etc. Trait theory is also known as “Great Leader Theory.” Research indicates that possession of the right traits alone does not necessarily make a person a great leader, but it may increase the probability (Kirkpatrick & Locke, 1995). The trait model is the foundation of Marine Corps ideas on leadership as demonstrated by its fourteen leadership traits and eleven leadership principles (Appendix D). These traits and principles are taught and reinforced at every institutional level.

3. Behavior Theory

Behavioral theory focuses on the idea that successful leaders display certain identifiable behaviors.⁵ The driving principle is that there is one correct leadership style that applies to all situations. Leadership behavior is fixed with respect to the individual. This approach was developed from the idea that leaders’ behavioral styles could be depicted along a continuum ranging from authoritarian to democratic leadership (Hersey & Blanchard, 1995). However, further studies have shown that there are two main dimensions to behavioral leadership: tasks and relationships. This resulted in a “managerial grid” with competing concerns for production (tasks) and people

⁵ Leadership Theories: Behavioral Approach
<http://psychology.about.com/library/weekly/aa040102c.htm>, 2002

(relationships), as shown in Figure 3-1. “Country Club” style implies that the leader cares only for his people and has no real concern if the task is accomplished. “Team” style implies that the leader has high concern for both the task and the people. “Impoverished” style indicates a lack of concern for either tasks or people. “Task” style indicates a focus on the tasks and very little concern for the people.

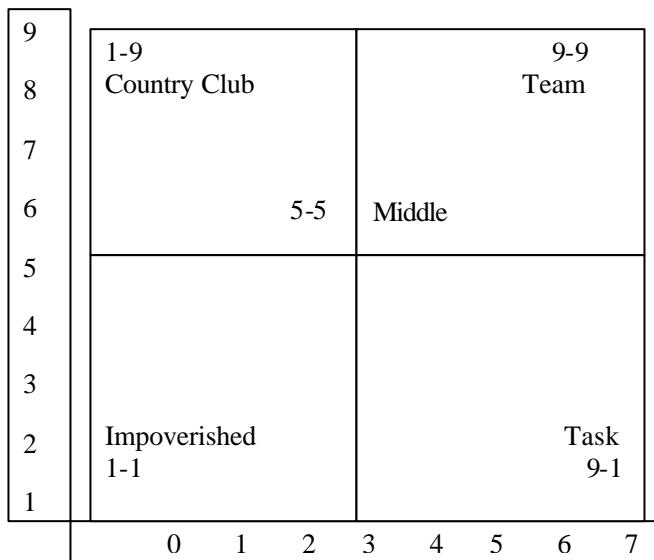


Figure 3-1. The Managerial Grid.
(From: Blake & Mouton, 1969)

Research also indicates that a combination of these two behaviors appears to be optimal in certain situations (Hersey & Blanchard, 1995). Interviews with senior directors of Marine courses indicated that leaders tended to fall into one of the categories listed above and that this style dictated their response to situations. Application of skills to resolve problems or handle conflict is often a product of the style of leadership of the individual in question.⁶

⁶ Interviews with Commanding Officer, Officer Candidates School, Director of Expeditionary Warfare School, Quantico, 2002.

4. Contingency or Situational Leadership Models

Contingency theory has roots in behavioral theory, but says that leadership styles can vary to fit the situation. According to Chemers, 1984, the situational characteristics that are most relevant are:

- Expected support, acceptance, and commitment to the decision by the subordinates
- Amount of structured, clear, decision-relevant information available to the leader

From this, three general rules were developed to determine which style of leadership is most effective:

- Autocratic decisions are less time consuming, and all other things being equal, more efficient
- If the leader does not have the structure and information to make a good decision, they must use subordinates to get information and advice
- If the subordinates do not place sufficient trust or confidence in their leader to accept their decision, the leader must use a more democratic process to gain acceptance

These indicate that a leader must change their style to fit the situation. Disagreement exists among researchers on the ability of a leader to match styles to the situation. Some researchers assert that a leader can change style to fit the situation; others indicate that style is based more on personality, which is difficult to change (Chemers, 1984). Contingency theory can then be a predictor of success rather than a plan for success. Most situational or contingency leadership models frame the styles as depicted in Figure 32 below. It should be noted that situational leadership does not imply situational ethics or the adjusting of one's value system to meet changing scenarios. Interviews with senior Marine Corps course directors also indicated a high level of reliance on situational leadership to accomplish modern day missions.⁷ The Marine Corps Strategy demands that leaders be prepared for a wide spectrum of conflict in the future (Marine Corps Strategy, 2000).

⁷ Interviews with Commanding Officer, Officer Candidates School, Head Instructor, The Basic School, Director, Expeditionary Warfare School, and Director, Command and Staff Course, Quantico, 2002.

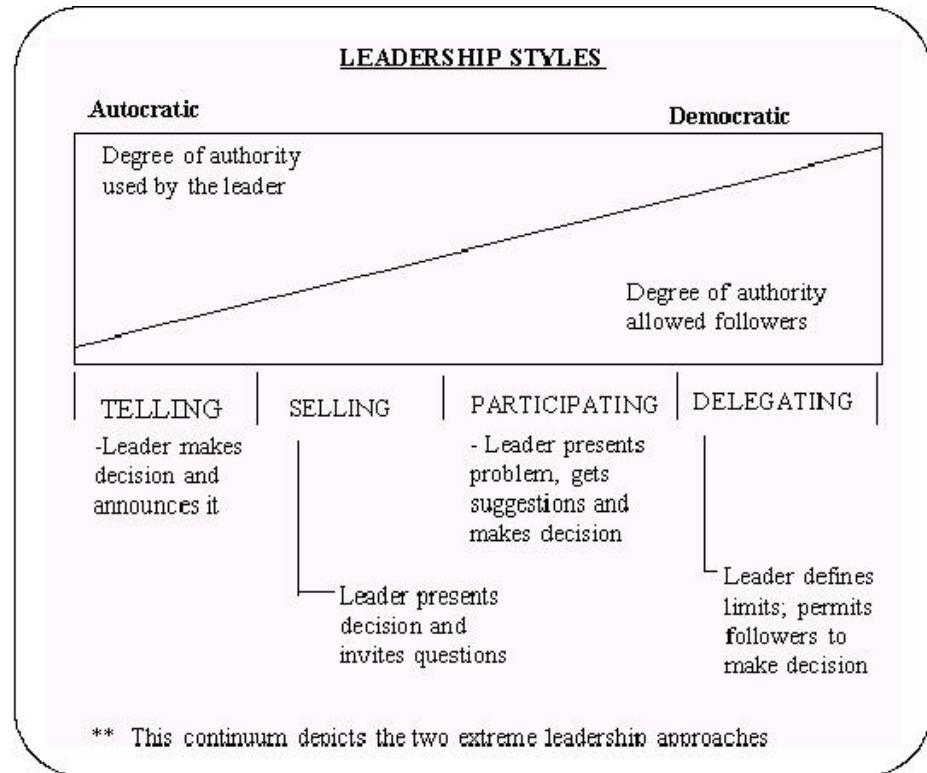


Figure 3-2. Leader Behavior Styles.
 (From: Hersey & Blanchard, 1985)

This model is frequently used in Marine Corps publications and course curricula to outline the fact that there are a variety of approaches to leadership that may work in different situations.

5. Normative Leadership Model

Closely related to the situational model is the normative model, which is based on decision-making effectiveness. It has four decision trees used to determine the leadership style appropriate to the situation, including effectiveness criteria. Categories are assigned scores relative to autocratic, consultative, or group nature. Normative theory is considered the most complex model as it involves statistical and probabilistic data to determine the ideal leadership style (Hughes, Ginnett, & Curphy, 1996). Normative theory is not typically used for daily decision-making or leadership within the Marine

Corps; however, aspects of the model can be seen within strategic decision-making processes and procedures. A good example is the Program Objective Memorandum (POM) used for budgeting and acquiring resources, where scores are assigned based on relative importance or value and decisions are made to optimize resources and people.

6. Path-Goal Theory Model

Martin Evans is originally credited with developing this model, which is also considered a situational model (Evans, 1970). Path-goal centers on the idea that subordinates respond favorably to leaders who help them make progress toward goals by clarifying rewards. Three important metrics are: whether a subordinate believes a job can be accomplished (also known as expectancy theory); whether the rewards are suitable to the task; and whether the rewards are meaningful (Montana & Charnov, 2000). Deliberate processes and approaches that involve more strategic thinking and vision than previously discussed models characterize path goal. According to this model, leadership is task or mission-driven versus person or behavior-driven. The key behaviors of the leader are: a) giving good advice or setting parameters, b) supporting of good relations in assisting subordinates, c) participating in the sense of regularly consulting subordinates, and d) being achievement oriented around set goals. Path goal theory can be seen to be displayed in mission-type orders and within the Marine Corps planning process, but may not be substantially practiced outside of these contexts.

7. Developmental Theory

The ability to lead changes over time; that is, the leader enhances his or her ability in relation to maturation or life experiences. Each event or learned ability is successively incorporated into style. The development can be due to environmental, genetic influence, or moral, cognitive, psychological, or physical development (Garner, 1988). Developmental changes occur from one stage progressively to the next. Insight and understanding becomes part of a broader understanding. Conscious components of understanding at one level become unconscious components at the next level of development. Accordingly, people at two different stages of development may not interpret events the same way. There are several characteristics of developmental theory:

- Developmental process is a series of transformations where the succeeding stage is different from the proceeding stage

- There is a definite sequence to the transformation
- A person cannot regress to a previous stage
- The development may stop at any point. There is no guarantee a person will continue to develop.
- Actions of those at higher stages are interpreted by those at lower stages in context of their lower stage. People at higher stages can interpret correctly the actions of those at lower stages because the stages are inclusive of lower stages.
- Developmental process is affected by interaction with the environment (Garner, 1988)

Developmental theory recognizes that leaders interpret events differently at various stages. As a leader progresses to higher levels of development, his or her ability to handle more complex issues increases. The Marine Corps often places individuals into positions of increasing responsibility regardless of rank. Although development does occur along the process, it is not necessarily implied or required.

8. Transforming Leadership Theory

Transforming leadership involves the idea of mutual relationship between a follower and a leader. That is, the concerns of each individual are considered within the relationship. Success is not only determined by whether or not the task was accomplished, but whether the goals of each party were met. This is a dramatic difference over previously mentioned theories in that it elevates the moral level of conduct and ethics to a higher level and has a transforming affect on both parties (Burns, 1978). Ultimately, this process converts followers into leaders and continues to lift the organization to greater achievement. Within the Marine Corps, every Marine is simultaneously a leader and a follower and therefore this model is important to understand. It is impossible for any leader to have complete control over any process or person at all times. The concepts of command, authority, and responsibility, which will be outlined in Chapter IV, apply to the need for close correlation between leader and follower.

9. Greatness Theory: Leadership Diamond Model

The leadership diamond focuses on greatness as the epitome of leadership. It incorporates philosophy and the mind of the leader as the fuel for greatness within an

individual. Development of the “leadership mind” as a behavior is the central drive because leadership in the extreme means greatness (Koestenbaum, 2002). Much like transformational theory, it encourages thinking and acting in new ways under conditions of ambiguity and uncertainty. While leadership is taught to subordinates, the leader is also a learner in addition to teacher within the organization. Greatness theory involves open-minded thinking where a leader is able to balance conflicting ideas, ambiguity, and polarity among personnel and get people to buy-in to the direction being set. Greatness theory implies the highest set of organizational standards and individual values. It is characteristic of, but not exclusive to volunteer and non-profit organizations such as churches, public assistance agencies, and charities (Koestenbaum, 2002). Greatness theory addresses the personal and strategic aspects of leadership by incorporating the constructs of vision, courage, ethics and reality as shown in Figure 3-3 below:

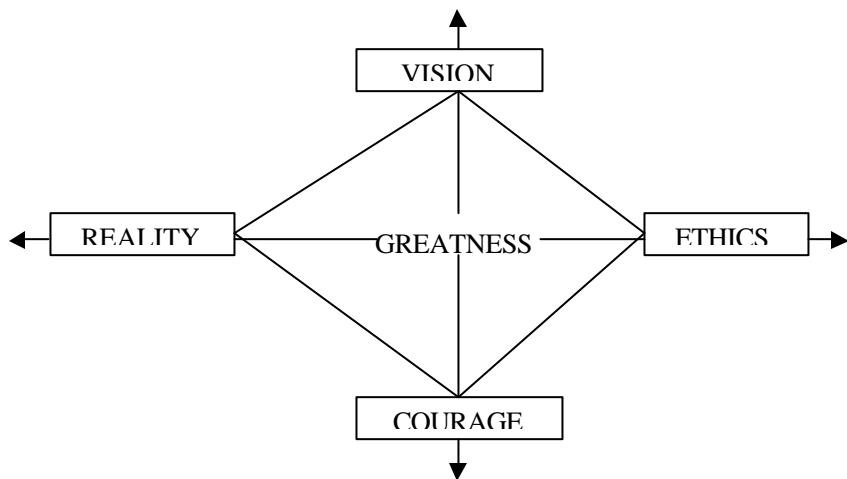


Figure 3-3. Leadership Diamond.
(From: Koestenbaum, 2002)

The Greatness model touches on historical Marine Corps examples of tradition and adaptation. It exemplifies the core values of honor, courage, and commitment in suggesting the highest personal and organizational values. Interviews with senior course directors indicated the highest level of ethical training and education is required to

operate in chaotic and turbulent environments.⁸ These qualities are even more desired in military scenarios that involve life and death decision-making.

10 Sacrificial or Servant Leadership Model

Whoever wants to be leader among you must be your servant (St Matthew 20:26b)

The servant leader is first a person who has a natural desire to serve, not necessarily to lead. This model is also considered under the general school of leader and follower theories, but does not require established position or authority. This leader has a demonstrated record of selflessness, preservation of organizational goals, and concern for people within the organization. Although the leader may display qualities of other models, they are clearly willing to forego personal concerns, career concerns and even concern for their own life in preference of accomplishing the mission and taking care of people (Greenleaf, 1991). The hierarchy of sacrificial leadership is captured in Figure 3-4 below and is typical of many military, religious, and even some governmental organizations.

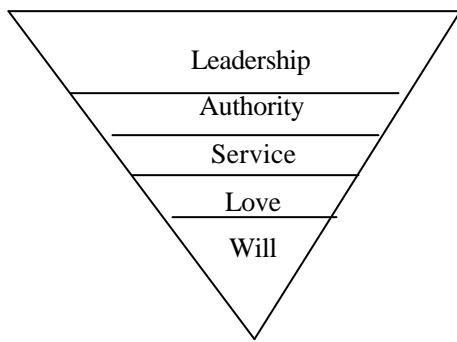


Figure 3-4. Sacrificial Leadership Model.
(From: Hunter, 1998)

Marines who have paid the ultimate sacrifice in giving their lives for fellow Marines or mission have best exemplified this model. Although not specifically taught in

⁸ Interviews with Commanding Officer, Officer Candidates School, Head Instructor, The Basic School, Director, Expeditionary Warfare School, Director, Command and Staff Course, Operations officer, Marine Corps University, Quantico, 2002.

any Marine Corps institution, the sacrificial model is suggested within the context of core values and the Marine Corp's rich heritage of personal sacrifice.

B. SUMMARY

Training and education within the Marine Corps mirrors a number of the models and theories discussed above. The models contain variables reflective of concepts taught at various stages of Marine Corps training and education. Understanding leadership theories contributes to a more thorough understanding of the role of leadership training and education, including relevance to actual experience. The next chapter discusses leadership-specific training and education conducted in Marine Corps courses and identifies the skills emphasized to Marines during their careers.

IV. LEADERSHIP TRAINING AND EDUCATION COURSE CURRICULA

This chapter outlines the content of training and education courses and highlights specific leadership skills that are most frequently emphasized. These skills define what the Marine Corps considers relevant leadership development topics. The leadership theories and models discussed in Chapter III provide a framework for analyzing the Marine Corps' structure and approach to developing leaders. This framework is the basis of the interview and survey questions analyzed in Chapter V. Training and education within the Marine Corps takes on a variety of forms, therefore we begin with a discussion of these forms as an overview to the courses that are outlined.

A. TRAINING AND EDUCATION CATEGORIES

Training and Education Command (TECOM) has identified specific types of training or education as follows:

- Entry level training, which is the first training received by officers and enlisted personnel upon entering service
- Non-military occupational skills specific training, which refers to training conducted outside of formal specialty courses and basic entry level courses
- Skills progression training, which includes training conducted at formal specialty courses
- Professional Military Education (PME), refers to any education course, resident or non-resident, formal or informal that is conducted to enhance the military and personal proficiency and knowledge of Marines
- Unit training, this involves those efforts conducted at local commands to increase the proficiency and knowledge of Marines

Each category represents a pillar of leadership training and education and is taught by a specific course outlined in this study, with the exception of unit training. The content of unit training is not addressed because of the non-standard approach taken by each unit; however, its application is analyzed in Chapter V. Ideally, a Marine will accomplish each of these categories throughout their career by attending either a resident or non-resident course. Ultimately this makes a Marine a better service member and leader and also more competitive for advancement. The analysis of course curricula

presented in this chapter focuses on the types of skills taught within training and education.

B. LEADERSHIP DEFINED

What is the definition of Marine Corps leadership and how does it relate to the goal of leadership training and education? This question is not often addressed within the context of formal training and education or informal unit training. Military leadership, as defined by the U.S. Army and adopted by the Marine Corps, is :

the art of influencing and directing others in such a way as to obtain their willing obedience, confidence, respect, and cooperation to accomplish the mission.⁹

There are two objectives of military leadership: mission accomplishment and looking out for the welfare of your troops (FM 22-100). These objectives clearly relate to Marine Corps objectives outlined within the Marine Corps Strategy (Marine Corps Strategy 2001). Training and education should produce the skills and/or attributes necessary for Marines to accomplish leadership functions and to succeed in leadership roles. Leadership, however, can be seen as neutral, producing either good or bad results. Therefore, leadership skills must be shaped through formal processes and institutions that are strongly tied to Marine Corps values.¹⁰ Skill development established on a foundation of positive values contributes to successful leadership.

C. FOUNDATIONS OF MARINE CORPS LEADERSHIP DEVELOPMENT

1. Core Values

The foundation of Marine Corps leadership training and education is its core values of honor, courage, and commitment. Core values are an extremely important concept in building a framework for leadership training and education. Unlike corporate environments, military scenarios frequently deal with the potential loss of life, international conflict, and extreme hardship. These contingencies necessitate a unique approach to framing Marine Corps leadership. As the basis of the Corps' leadership

⁹ U.S. Army Field Manual No. 22-100: Army Leadership, 1999.

¹⁰ Interview with Commanding Officer, Officer Candidates' School, Quantico, 2002.

building process, core values must be communicated, understood, and applied by Marines of all ranks.

2. Traits and Principles

Traits and principles have been mentioned several times and are considered foundational to all leadership training and education within the Marine Corps. Traits and principles are seen as characteristics of successful leaders that must be possessed, as well as ideals to strive toward in training and education.¹¹ Traits and principles are the starting point for developing concepts of successful versus unsuccessful military leadership. Each of the interviewees and a majority of survey respondents cited one or more traits and/or principles in describing their importance to leadership training and education.

Given these foundations, we now move to a discussion of the organization of leadership development within TECOM and specific analysis of the course curricula for officers and enlisted personnel.

D. OFFICER COURSES

1. Officer Candidates School (OCS)

This course consists of a six to twelve week training and evaluation period that is typically conducted in one or two summer or winter sessions depending on the type of program. Candidates are selected for attendance at OCS from several venues. Candidates from the Reserve Officer Training Corps (ROTC) units located at many college campuses attend a single six -week training period. Candidates from the Platoon Leaders Course (PLC), which solicits candidates from any college campus and is conducted in either two six week summer sessions or one twelve week session depending on quotas available and/or candidate preference.

Leadership is a large part of the training at OCS, directly accounting for 50 percent of the evaluation grade. Classes are taught to provide a basic understanding of the objectives of leadership and how it relates to the chain of command. The following topics are formally addressed during periods of instruction (POI):

¹¹ Interview with Head instructor, The Basic School, 2002.

- **Substance abuse:** This instruction addresses the nature of controlling drugs and how to handle Marines who might become involved in this behavior. Counseling is the skill outlined as most important in dealing with this subject.
- **Sexual Harassment & Fraternization:** This instruction outlines Department of Defense (DoD) policies concerning these subjects and emphasizes skills such as: sensitivity, awareness, and counseling to prevent violations
- **Equal opportunity & Hazing:** DoD policies are outlined in this instruction to educate and prevent violations as well as to create a positive command climate. Skills such as oral and written communication are emphasized, in addition to how to set the example and incorporate values in dealing with problems within the command.
- **Leadership traits and principles:** As discussed, an introduction is provided to this topic as it applies to management, successful leadership, and development of a leader
- **Leadership procedures:** This instruction is an introduction to combat leadership and how to assess situations. It is applicable to garrison scenarios in that it develops awareness, judgment, and decision-making skills. It is reinforced through a physical challenge known as the “reaction course,” which is designed to test a candidate’s leadership potential and ability under duress.
- **Code of conduct:** This instruction is an introduction to the code of conduct derived from Geneva Convention provisions, and civilian and military law. No specific skills are taught, per se, however, an emphasis on personal sacrifice is implied.
- **Command, Management, and Leadership:** This instruction provides a basic structure and differentiation between these three topics. The following points are taught:
 - Authority, which is delineated by the constitution and public law
 - Command, which is given by rank or position over others
 - Contract, which is the written or implied expectations of service members
 - Management, which is the process of planning, organizing, directing, or controlling specific resources to accomplish a mission
 - Leadership, which has been previously defined and deals primarily with influencing people

It also discusses leadership styles such as autocratic, democratic, and laissez-faire, to explain various types of leaders. Common styles of leadership incorporate the behavioral, contingency, and situational leadership models discussed in Chapter III.

- **Moral Leadership:** This instruction addresses general ethics, professional ethics, the code of ethics, and morals. Each topic is related to appropriate regulations or laws, and highlights written and unwritten aspects of ethics. The individual responsibility of Marine officers is discussed and the concept of “noblesse oblige” or nobility obligates is depicted as analogous to expected behaviors.

In short, OCS does not define values for candidates, but exposes them to expectations, current regulations, and discusses how to implement practical steps to deal with leadership issues.

2. The Basic School (TBS)

Immediately following OCS, newly commissioned officers attend The Basic School. This is a “finishing school” for Marine Lieutenants. Here, they learn the basics of being an officer in the Marine Corps and are also taught how to be a rifle platoon commander. All of the topics taught at OCS are reemphasized and brought to the level of handling Non-Commissioned Officers and troops. In addition, the following classes are taught:

- **Philosophy of Leadership:** Lieutenants are encouraged to develop their own leadership model in conjunction with the Marine Corps philosophy of command and the examples set by Marines who have preceded them.
- **Leadership in combat:** This instruction emphasizes the views of combat veterans, senior leaders, and studies specific battle campaigns of the past. Skills or attributes emphasized are moral and physical courage, and sacrifice.
- **Counseling:** Counseling subordinates is taught with introduction to available Marine Corps resources. This instruction culminates in how to develop profiles on your subordinates and what Marine Corps directives say about how and when to counsel Marines. Although positive and negative counseling situations are outlined, most emphasis is on how to deal with problems versus how to encourage positive behavior.
- **Developing and handling subordinate leaders:** This instruction teaches how to provide instruction to subordinates and define the relationships between officers and enlisted personnel.

TBS elevates concepts taught at OCS to the next logical step. It provides junior officers the immediate skills they need to confront situations and be successful in their first assignments.

3. Expeditionary Warfare School (EWS)

The next formal school for officers is Expeditionary Warfare School, which unlike OCS or TBS can be completed in residence or via distance learning, individually or in seminars. At EWS, training focuses on tactical skills needed to lead Marines on the battlefield. There are classes on moral leadership, but they pertain mainly to combat situations.

In the past, case studies were conducted as an aside to tactical courses to place Marine Captains in difficult situations of ambiguity and chaos in garrison situations. These studies were conducted amongst peers, and solutions were suggested within certain time limitations. Answers were typically centered on orders or directives that outlined specific actions to be taken and thus produced textbook solutions. However, EWS has recently revised the case studies to provide one or two major case studies, which have open-ended solutions and better allow officers to think through and develop complex answers to difficult scenarios.

EWS is also complimented with a series of lectures provided by senior and/or retired military officers, public officials, and other distinguished guests who address contemporary issues in leadership. Education provided by these lectures, case studies, and classes does not emphasize any particular skills per se. Although foundational concepts are frequently discussed, formal classes are not specifically re-taught. “The leadership package examines the nature of contemporary military leadership in terms of ethical and moral development. It is designed to enhance leadership skills through a combination of readings, lectures, and symposia featuring modern-day heroes and renowned academic scholars.”¹²

¹² EWS course curriculum, 2002.

EWS provides a platform for Marine Captains to expand their personal leadership philosophy, primarily as it relates to combat environments. It teaches tactical leadership principles and the moral aspects of leading Marines in combat.

4. Command and Staff Course (CSC)

The next formal training for officers is the Command and Staff Course. This course is also taught in residence or via distance learning. This course prepares field grade officers to assume the role of planners and commanders, and exposes them to the operational and strategic levels of warfare. Topics discussed and taught at this level build on the combat scenarios highlighted at EWS, but also place a heavier emphasis on the ethical and moral issues of war. A great deal of time is spent focusing on ethical scenarios and how leaders have dealt with them in the past. Since, many of the ethical issues faced today involve changing scenarios, officers are also placed into situations where they can discuss and think through solutions to modern day ethical problems. Specific emphasis is on the theory and nature of war, Marine Corps structure and processes, joint operations, and operations other than war. CSC is also complimented with the same lecture series provided at EWS.

A noticeable trend occurs at this level in that more emphasis is placed on the ideals of leadership at certain positions or ranks and less is placed on how the individual interacts on a daily basis with situational conflict or the process of developing subordinate leaders. Fundamental leadership skills are reinforced without new emphasis or attention on developing subordinate personnel or providing them with skill sets that may be more applicable to daily operations or current military scenarios.

In summary, the continuum of leadership skills for officers follows basic interpersonal skills at junior ranks and evolves into a philosophical study of the nature of leadership past, present, and future. Skills at later stages focus on how to succeed in warfare environments and strategic levels of operation. Emphasis moves from people-oriented to scenario-based leadership similar to what we have seen in situational leadership models. The sequence of this type of training and education is also evident in the evolution of leadership models, where the earliest models developed focused on behavioral aspects and the more recently developed models explore philosophical

concepts and strategic thinking. Thus far, officer courses appear to piecemeal aspects of the trait, behavior, and situational-contingency leadership models without any direct reference to or use of Leader and Follower leadership models. In other words, focus is placed on older leadership models that typically deal with simple attributes and reactions of leaders (human behavior).

E. ENLISTED COURSES

1. Recruit Training

All enlisted Marines start their training at one of the Marine Corps Recruit Depots (MCRDs) located in Parris Island, South Carolina or San Diego, California. Boot camp consists of a 13-week indoctrination into the Marine Corps culture and history. Initial leadership training defines core values, traits and principles, and explains basic values of Marines. The values are defined and clarified via military examples. As training progresses, recruits are involved in discussion groups to further solidify peer understanding and the role and application of core values. DoD-required topics on sexual harassment, equal opportunity, etc. are taught as baseline behaviors expected of Marines. Basic training ends with a combined challenge known as the “crucible,” which test Marines’ abilities to endure hardship and work together as a team.

Boot camp uses the example and image of the drill instructor (DI) to convey whom a recruit should model. A number of the concepts covered at boot camp also begin with a DI who is first selected then trained at the DI school. Discussion of instruction taught at DI school is also pertinent to Boot camp since the DI teaches and models leadership principles to recruits. Specific instruction outlined for the DI school also applies to recruit training.

2. Drill Instructor School

Many of the Marine Corps’ top Non-Commissioned Officers and staff Non-Commissioned Officers receive the opportunity to become a DI. The two Marine Corps DI schools located at each of the MCRDs are premier enlisted leadership schools. A high level of responsibility and leadership must be exercised by drill instructors; therefore, leadership training at this school exceeds that of other enlisted schools.

Leadership training encompasses a number of administrative and technical issues unique to recruit training. Instruction is provided to the DI on basic theories of leadership and ethics. The DI also has the opportunity to observe experienced instructors at various stages of recruit training. Finally, a new DI is typically assigned to an experienced team of instructors to polish skills before performing independently. These periods of instruction include the following:

- **Leadership Seminars**: Each student is already an experienced Marine who is in turn surrounded by other experienced Marines. The leadership seminar provides an important component of leadership by allowing these Marines to interact and share ideas on leadership. Seminars are also conducted to give students an opportunity to find out what is expected of them. Topics discussed include: expectations, common problems, dealing with problem recruits, leadership roles, and problem DIs, and the importance of trust and communication between the DI and officers. Additionally, the DI gets an opportunity to ask questions and hear responses from different levels of leadership on various perspectives.
- **Drill Instructor Specific Training**: There is leadership-related instruction that focuses primarily on preparing DI students for recruit training. The first is on counseling and the second is on documentation. While these classes provide specific occasions when a recruit should be counseled with instructions on how to document performance, these classes have broad application to all junior enlisted personnel.

Counseling classes at DI School provide a framework for setting up a session and utilizing different styles to counsel Marines. The class focuses on ensuring the DI knows how to follow up on counseling and ensure recruits understand what corrective action needs to be taken.

The documentation class provides guidelines on how to capture performance in writing. While the examples used are specific to recruit training, they are also documentation guidelines applicable to all Marines. This instruction focuses on specifics of when to document performance and shows specific examples of what the counselee did that demonstrated poor performance. Additionally, the class discusses words that are good descriptors of behavior. The idea behind this is that another person reading the documentation should be able to come to the same conclusion about the counselee's performance as the person completing the documentation.

- **Ethics and Values in Leadership**: There are several periods of instruction at DI School that focus on the moral and ethical issues in leadership beyond core values. The DI must understand core values and how they relate to recruit training, personal examples, and combat effectiveness and they must be able to relate them to recruits.

“Band of Brothers,” a literary work based on the speech given in Shakespeare’s Henry VIII, was written by Lt Gen C. G. Cooper of the 3rd Marine Division. It has 11 tenets that are very similar to core values concepts. These 11 tenets focus on treating fellow Marines with dignity, willingness to lend a helping hand, respect for authority, selflessness, honesty, and working together as a team and are similar to the level of depth covered in the follow-on values instruction.

- **Standards of Conduct:** This instruction draws heavily on core values and discusses various scenarios and specific core values used to overcome difficult situations. The class also examines why ethics are especially important to Marines and to warriors, in general. A central issue is that Marines are often in small groups with little supervision and are required to make moral decisions about the use of deadly force. This requires leaders and individuals with a solid foundation of ethics to make these life or death decisions.
- **Concerned Leadership:** This instruction on equal opportunity goes beyond the directed Marine Corps Equal Opportunity (EO), training which only addresses regulations. This instruction addresses the “why” and the “ethics” behind EO. It connects EO with core values and respect for other Marines.
- **Positive Leadership:** This instruction teaches the importance of positive leadership as well as its meaning. It begins with obstacles to positive leadership, and then discusses ways to become a positive leader, including the relevance of enthusiasm in leadership. The instruction addresses hasty judgment, fear of ridicule, lack of enthusiasm, conformity, and self-doubt as obstacles to positive leadership. Hasty judgment is considered an obstacle because new ideas that appear unworkable may, under closer inspection, be fresh and novel approaches to solving problems. Lack of enthusiasm in a leader is transferred directly to followers and can be a detractor to leadership. Fear of ridicule, conformity, and self-doubt all contribute to people withholding valid ideas.

Seven ways to become a more positive leader are similar to Steven Covey’s “Seven Habits of Highly Effective People.”¹³ They are:

- **Believe in Yourself.** Becoming a positive leader means overcoming the listed obstacles with positive thoughts and actions. A leader must recognize his own value, worth, and importance.
- **Develop a Positive Attitude.** Negative thought contributes to a negative attitude and positive thought adds to a positive attitude or action. Replacing negative thoughts with positive ones can reinforce a positive attitude. Negative attitudes hinder

¹³ Steven Covey, Seven Habits of Highly Effective People, 1989.

performance by decreasing the effectiveness of the individual, but positive attitudes can have a positive effect on performance.

- Act Confident. A positive leader must act confidently to lead Marines in combat.
- Overcome Fear of Failure. Fear of failure limits positive leadership and thinking.
- Set Goals. Establishing goals is the first step to achieving positive results. Goals should be of a type and nature that can reasonably be achieved within specific time periods. Short-term goals should be used as stepping-stones to longer-range goals. Goals should be stated in a positive way, i.e., things to do, versus things not to do.
- Visualize Accomplishments. A leader visualizes success or the end state.
- Start Now. Becoming a positive leader is achieved by putting all these techniques into practice immediately.

The instruction ends with a discussion of the importance of enthusiasm in a leader and the need to positively work toward developing enthusiasm in subordinates¹⁴.

- Stress management: Recruit training is usually the most stressful evolution a recruit has ever undertaken. Stress is a constant part of life in recruit training. Two classes are taught on stress and its effects.
 - Students are taught to recognize the signs of stress in themselves and others as well as the concept of positive and negative stress. They are also taught to recognize the signs of physical and mental stress to identify a person who has trouble coping with stress.
 - The positive/negative stress instruction is a discussion of the nature of stress. Positive stress is used to develop long-term goals such as instilling discipline or finishing a project. Positive stress teaches discipline through achieving goals. Negative stress is stress placed on an individual in order to make them uncomfortable. Negative stress is often referred to as “artificial stress.” Negative stress often takes the form of hazing or unnecessary discipline. Hazing can be verbal or physical abuse or demeaning acts. Unnecessary discipline can result when a leader lacks confidence in himself or his subordinates. Training that places individuals in new situations or that requires courage can assist in developing coping skills. As individuals become accustomed they develop confidence and coping skills that allow them to deal with stress.

¹⁴ United States Marine Corps, Drill Instructor School, Positive Leadership, September 1997.

DI School builds on concepts such as core values and leadership theories, and takes them a step further by giving the students more information and by allowing the student to interact in discussion with various leaders. These periods of instruction address advanced topics under the category of leadership and offer specific training to hone leadership skills.

3. Noncommissioned Officers (NCO) Course

The next source of formalized enlisted training occurs upon promotion to Corporal or Sergeant. Here, Marines attend either the Corporal's or the Sergeant's courses. This is a formal school, run at various locations throughout the world, which teaches Marines the necessary skills to be an NCO. The course reviews core values and traits and principles, however, Marines also learn more detailed aspects of leadership such as how to handle subordinate personnel and how to administer disciplinary actions to rectify problems. Specifically, instruction is provided on practical steps to counseling, giving proficiency and conduct marks, and conducting leadership training of their own. Classes on leadership theories involving styles, roles, and concepts are also taught. NCO courses are offered in residence at the local command, at the Staff noncommissioned officer's academy (SNCOA) located in Quantico, Virginia and non-resident via the Marine Corps Institute (MCI).¹⁵ The content of specific instruction is outlined below:

a. *Counseling*

The ability to counsel subordinates is considered essential to producing results as a leader. This class sets forth the Marine Corps regulations on counseling and discusses various counseling techniques. This instruction provides detail on how to set up a counseling session and deliver effective feedback to include setting and following an agenda. It focuses on reviewing a subordinate's performance and setting future goals. It teaches the value of getting a subordinate involved in discussions and answering questions, particularly open-ended questions. The lesson also discusses different types of counseling such as directive counseling where the senior explains the situation to the junior; non-directive counseling where the senior draws the junior into discussions; and collaborative counseling where the junior and senior go back and forth with both having equal parts in the counseling. This latter process is indicative of behavioral leadership

¹⁵ United States Marine Corps, 8002A Leadership, Sergeant's Non-Resident Program, Marine Corps Institute (MCI).

models, where interaction between individuals may determine leadership outcomes, however, is rarely ever practiced in its purest form. Additionally, the lesson makes it clear that counseling should not take place only when required or for negative reasons. The lesson states that counseling should often be viewed as an opportunity for a senior and a junior to discuss their relationship.

Counseling is focused on two things, reviewing past performance and setting future goals. This keeps the junior Marine focused on achieving goals and continued improvement. In the process, it forces the senior to look at subordinates and help them to move forward.¹⁶

b. Proficiency/Conduct Marks

Marines in the rank of Corporal and below are assigned Proficiency and Conduct (Pro/Con) marks periodically as a form of evaluating their performance. Instruction teaches how to recommend appropriate marks to the Commanding Officer. Similar to the counseling class, this instruction first talks about the Marine Corps Regulations concerning pro/con marks such as when to assign them, counseling requirements associated with delivering pro/con marks, and range of markings. It provides the thought process behind particular marks and how to effectively track a subordinate's performance to assign the marks. The primary leadership issue involved is the ability of a senior to evaluate a subordinate's performance through counseling and step by step methods that track performance (i.e. keeping files or a notebook on the subordinate's behavior).¹⁷

c. Leadership Concepts

The purpose of this class is to introduce the concepts of authority, responsibility and accountability within military organizations. Important topics such as customs, courtesies, traditions, morale, esprit de corps, discipline, and motivation are also discussed. Instruction begins with definitions and then moves to the application of these concepts as well as how to develop them in subordinates.

¹⁶ United States Marine Corps, Noncommissioned Officer's Program, Marine Corps University, January 1999.

¹⁷ United States Marine Corps, Noncommissioned Officer's Program, Marine Corps University, January 1999.

d. Leadership Roles

The purpose of this instruction is to discuss the organizational rank structure with respect to positions that people of these ranks typically hold. It covers effective and proper interaction between various ranks beginning with a general definition of the rank structure and why it exists. It details exactly how and why the structure provides a chain of command to determine who is in charge, what individual authority is, what standard organizational structures look like throughout the Marine Corps, and how lines of communication allow for decentralized decision making.

Roles, defined as the socially expected behavior patterns that are usually determined by an individual's status in a particular society, are also taught. Organizational roles are defined as the role an individual plays within a particular setting that distinguishes them from other organizations. The discussion includes factors that affect roles such as organizational ethics, comprehension of roles, the subordinate's expectations, and acceptance of responsibilities associated with assigned roles. The lesson includes discussion on what subordinates and leaders can expect from each other.

Another aspect of this class attempts to differentiate the roles played by officers as leaders from the roles played by NCOs as leaders. The major differences is that NCOs are technical experts in their fields and their leadership is often couple d with specific training and operation of equipment, whereas officers are expected to focus more on planning and goal setting. Additionally, officers have the authority and responsibility of command.

Finally, the lesson describes aspects of maintaining good working relationships between all ranks. This lesson maintains that it is important to understand your role in the organization and to recognize the role of others. It focuses on training to help subordinates understand their role and to prepare them for roles of increased responsibility.¹⁸

¹⁸ United States Marine Corps, Noncommissioned Officer's Program, Marine Corps University, January 1999.

e. Leadership Styles

This class provides the NCO additional instruction on different leadership theories. While instruction does not directly reference behavioral and situational leadership, it clearly espouses the same principles. It begins with a definition of autocratic versus democratic leadership styles. The class defines four styles of leadership followed by factors that influence the style a leader chooses as follows:

(1) Telling Style. Characterized by one-way communication where the leader defines followers' roles by "telling" them what to do, when to do it, and how to do it.

(2) Selling Style. Approaches two-way communication in that a leader is persuasive in advocating a position, yet is open to explaining the rationale underlying a decision. This style allows subordinates minimal participation, but helps them to better understand and hopefully "buy into" the leader's decision. In this case, the leader is explaining why a decision was made and is framing it as a persuasive argument.

(3) Participating Style. Means the leader involves the subordinates in the actual decision-making process. It requires two-way communication and the leader's willingness to be influenced by subordinates' knowledge and opinions. The leader discusses possible alternative solutions with the group prior to making decisions.

(4) Delegating Style. Is the most democratic process whereby; mission guidelines are clarified yet subordinate actions are predominately self-administered. Essentially, the group is allowed to run its own show within the limits provided by the leader. The leader provides guidelines and necessary authority to complete the task, then allows subordinates maximum flexibility in accomplishing the task.

These lessons explain factors that influence which leadership style may fit a particular situation and are synonymous with the Leadership behavior styles model described in Chapter III (Hersey & Blanchard, 1985).

f. Leadership Training

The final instruction given in the NCO course is on how to teach leadership classes. This primarily addresses how to use guided discussions within small units to teach leadership. The class focuses on the role of the discussion leader, lists recommended topics, and goes over how to avoid common pitfalls experienced with guided discussions¹⁹.

In summary, leadership training for NCOs covers a wide range of topics from Marine Corps-specific issues, such as pro/con marks, to broader aspects of behavioral leadership theories. Upon reaching the rank of NCO, a Marine is then formally designated a leader and further training is provided to optimize success.

4. Staff Noncommissioned Officer Academy (SNCOA)

The next step in leadership training is the Staff Non-Commissioned Officers Academy. There are seven of these schools located at various bases throughout the world. The SNCO Academy offers two courses, the Career Course for Staff Sergeants and the Advanced Course for Gunnery Sergeants. Here, the leadership portion includes a review of past concepts such as basic leadership theories, but focuses more on counseling techniques and administration at higher levels of responsibility.

The SNCOA recognizes that Gunnery Sergeants and above will spend a good deal of time as advisors or assistants to a commissioned officer. Therefore, they also receive advanced counseling techniques. This particular instruction, which is conducted in a discussion group/panel setting, explores the relationship senior enlisted Marines have with officers and how they should advise senior personnel. Remaining topics readdress concepts previously taught in NCO school with particular emphasis on the positions these Marines will eventually fill.

F. SUMMARY

Training and education courses offer a variety of leadership instruction, which is oriented mainly around behavioral and situational-contingency models of leadership. There is a need to link skills currently taught to the requirements of leadership. Laying

¹⁹ United States Marine Corps, Noncommissioned Officer's Program, Marine Corps University, January 1999.

the foundations of Marine Corps leadership and then building leadership theory into courses taught can accomplish this. This process ideally ends with measures of effectiveness that determine whether or not foundations and applicable skills are being taught to Marines. Course content is compared with the perceptions of Marines to assess relevancy of skills and the effectiveness of the current approach in the next chapter. Specifically, Marine Corps leadership development is compared with skills Marines perceive to be important in the performance of their jobs.

THIS PAGE INTENTIONALLY LEFT BLANK

V. DATA ANALYSIS

This chapter presents the results of survey responses and interviews and reports. The survey was designed to isolate perceptions concerning key variables related to leadership issues such as Equal Opportunity (EO), leadership skills training received during service, and contemporary warfare environments and missions. The results of content analysis are also referenced to draw comparisons between leadership skills taught and skills perceived as lacking.

A. RESULTS

Analyses address survey results in two parts: 1) responses to likert-scaled questions and 2) responses to open-ended questions; and then addresses responses to interview questions. A total of 35 junior enlisted personnel, 160 Staff noncommissioned officers, and 40 officers were surveyed. In several cases, responses to some questions were not made resulting in lower sample sizes than actually surveyed. The researchers recognize that findings are based on small samples of officers and junior enlisted personnel and therefore are considered exploratory. Six interviews of approximately one hour in length were conducted, and important points as well as trends are highlighted.

1. Results of Likert-Scaled Questions

Responses are reported below and presented with numbers of survey respondents in Appendix E.

a. *Question One: I Understand the Definition and Role of Core Values*

This question determines the extent to which the respondents perceived they understand the definition and role of core values in leadership. Figure 5-1 reflects that all three groups of Marines overwhelmingly agree that they understand Marine Corps' core values.

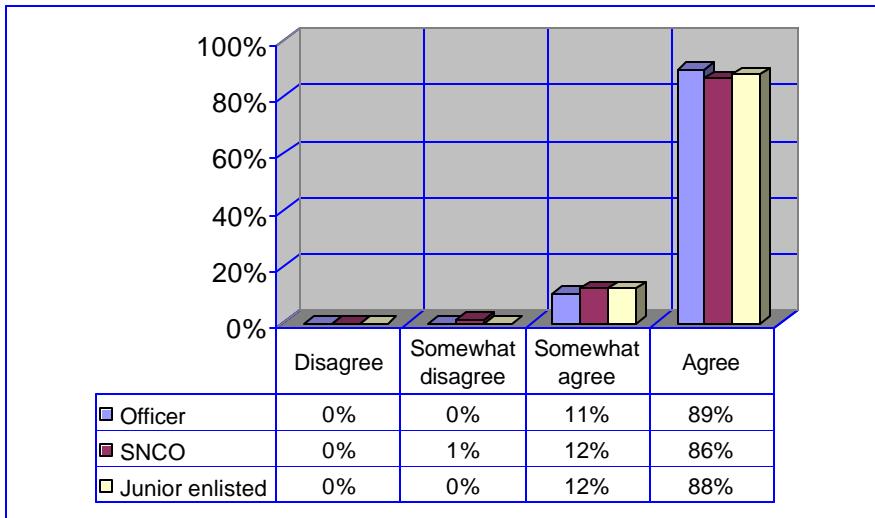


Figure 5-1. Results of Question One.

b. *Question Two: Senior Officers in My Last Command Exemplified Core Values*

This question determines the extent to which respondents perceived that senior officers in their last command exemplified core values. Figure 5-2 indicates a majority of respondents either “somewhat agree” or “agree” with this statement. However, 16 percent of officers, 21 percent of SNCO and 21 percent of junior enlisted do not agree with this statement, i.e., either “disagree” or somewhat disagree.”

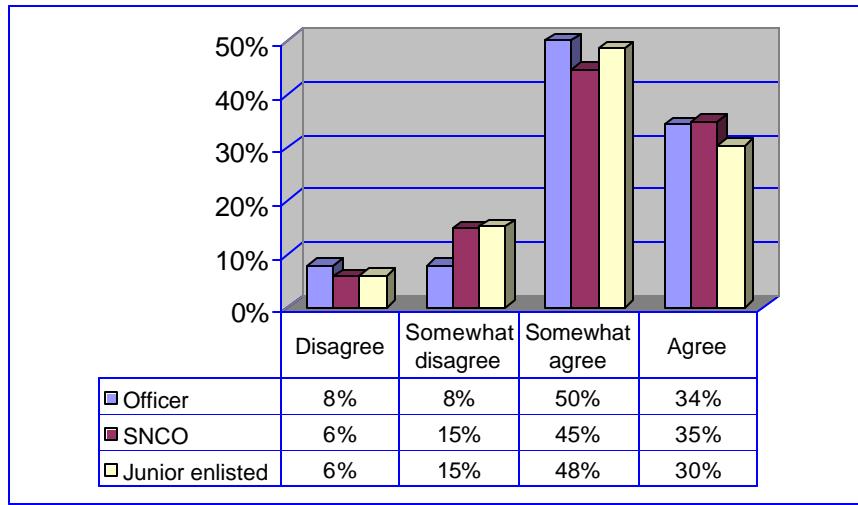


Figure 5-2. Results of Question Two.

c. Question Three: Core Values Positively Affect My Leadership Decisions

This question determines the extent to which respondents perceive that core values have a positive affect on their personal leadership decisions. Figure 5-3 shows that the majority of respondents either “somewhat agree” or “agree” with this statement; the higher percentage agree in all three groups.

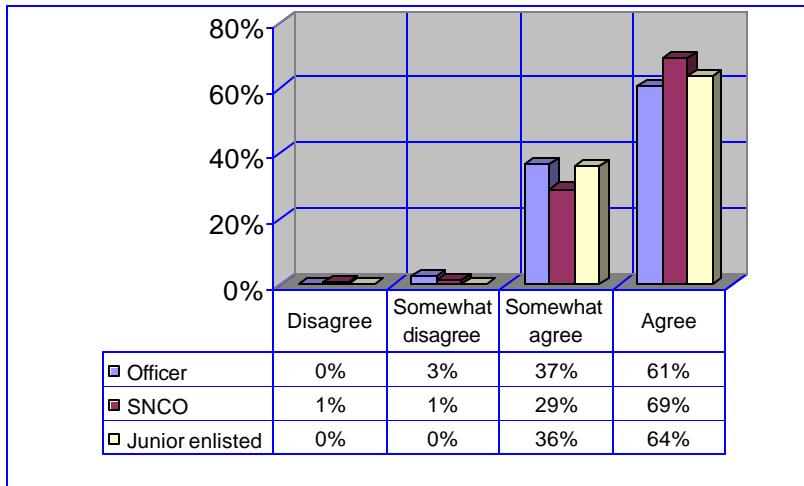


Figure 5-3. Results of Question Three.

d. Question Four: Leadership Training and Education Positively Impacted Climate and Morale in My Last Command

This question determines the extent to which respondents perceive leadership training and education had a positive impact on climate and morale in their last command. Figure 5-4 shows that the majority of officers and SNCOs only “somewhat agree” with this statement. The majority of junior enlisted respondents strongly agree. Approximately 23-24 percent of all respondents either “somewhat disagree” or “disagree” with this statement.

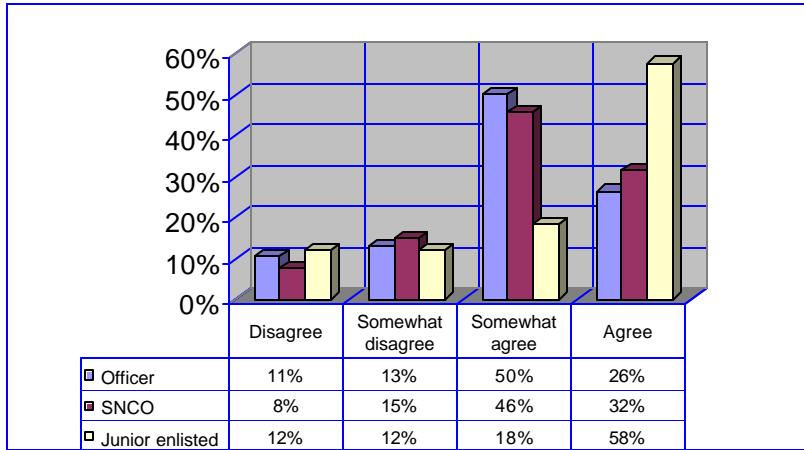


Figure 5-4. Results of Question Four.

e. *Question Five: I Received Relevant Leadership Training And Education at One of the Following Entry-Level Schools: Marine Corps Recruit Depot, Officer Candidates School, and/or the Basic School*

This question determines the extent to which respondents perceive that they received relevant leadership training during entry-level training and education. Figure 5-5 reflects that although the majority of Marines agree with this statement, a large percentage of respondents (between 26 and 30 percent) only “somewhat agree” with this statement.

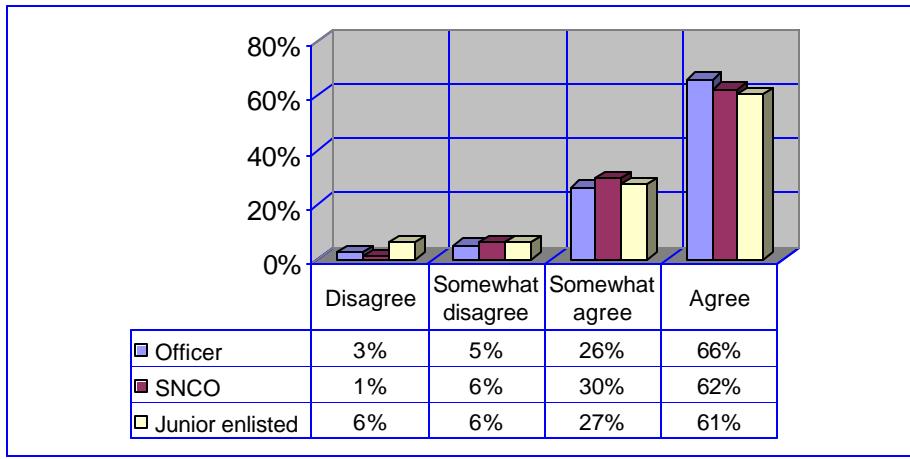


Figure 5-5. Results of Question Five.

f. Question Six: I Received Relevant Leadership Training and Education While At My Primary Military Occupational or Follow-On School

This question determines the extent to which respondents perceived that they continued to receive relevant leadership training and education while attending follow-on schools. Figure 5-6 reflects that the distribution of responses for officers is spread, tending to either “somewhat disagree” or “disagree,” while SNCOs and junior enlisted tend to either “somewhat agree” or “agree.”

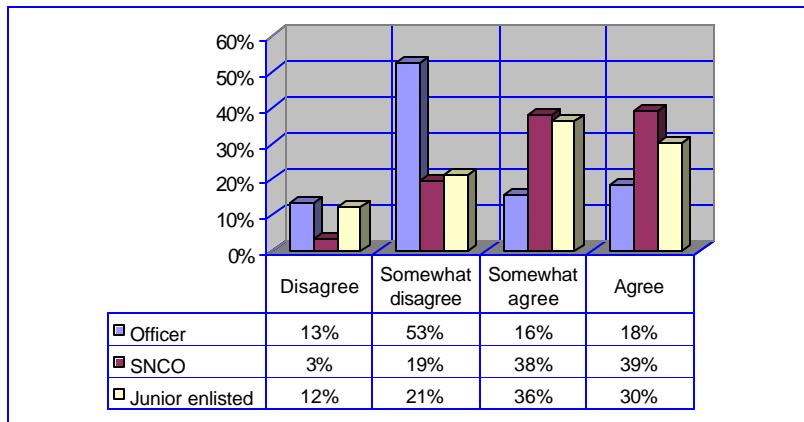


Figure 5-6. Results of Question Six.

g. *Question Seven: I Have Received Relevant Leadership Training During My Career Directly from Superiors and/or Unit Commanders*

This question determines the extent to which respondents perceive that leadership training received in their units is conducted and is relevant. Figure 5-7 shows that although the majority of respondents either "somewhat agree" or "agree" with this statement, there is a fairly even distribution between responses in these categories. Also of note is that between 6 and 8 percent of respondents generally disagree with this statement.

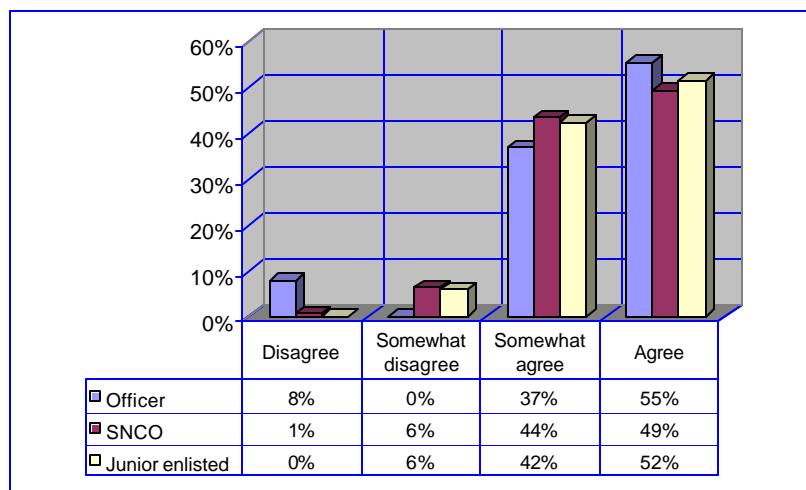


Figure 5-7. Results of Question Seven.

h. *Question Eight: Professional Military Education (PME) Courses Have Prepared Me Well for Leadership Roles and Responsibilities Throughout My Career*

This question determines the extent to which respondents perceived that required PME courses contain relevant leadership education. Figure 5-8 reflects a spread of opinions between enlisted and officers. Officers are almost an even split between the disagree and agree categories. Both SNCO and junior enlisted either "somewhat agree" or "agree" with this statement. A small percentage (between 11 and 18 percent) of SNCOs and junior enlisted responded in one of the disagree categories.

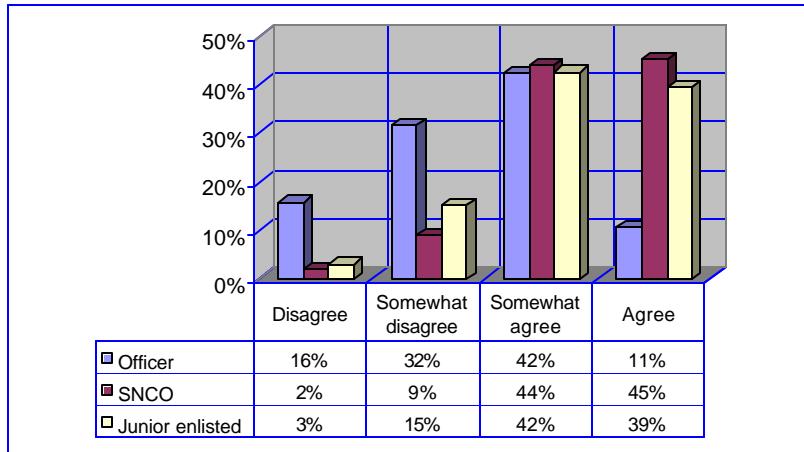


Figure 5-8. Results of Question Eight.

i. Question Nine: Professional Military Education Progressively Builds on Leadership Concepts I Have Received in Earlier Courses

This question determines the extent to which respondents perceive that there is progressive approach to leadership training in PME courses. Figure 5-9 shows a disparity between officer and enlisted perceptions of leadership training in PME courses. A high percentage of officers either “disagree” or “somewhat disagree” with this statement, the majority “somewhat agree,” and only a few “agree” completely. The majority of SNCOs and junior enlisted either “somewhat agree” or “agree” with this statement.

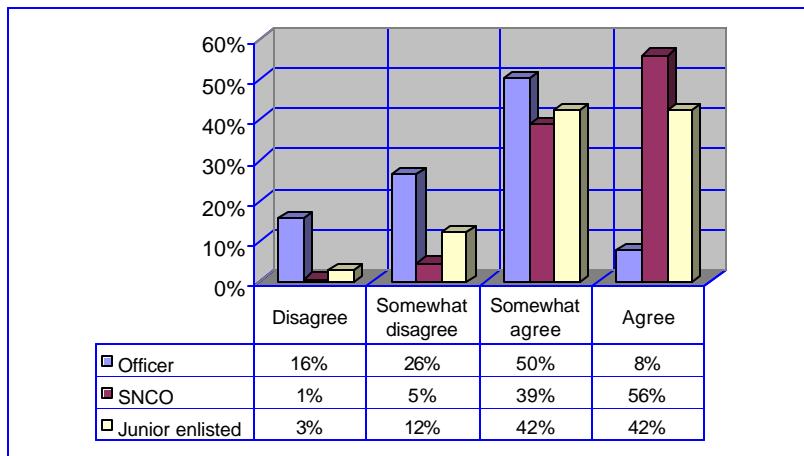


Figure 5-9. Results of Question Nine.

j. Question 10: Leadership Training Was Applicable to Daily Operations in My Last Command

This question determines the extent to which respondents perceived that leadership training received from all sources was useful or relevant to daily operations. Figure 5-10 shows that the majority of Marines either “somewhat agree” or “agree” with this statement, but the distribution is fairly even between these two responses. There is also anywhere from 21-26 percent of all respondents who “somewhat disagree” or “disagree” with this statement.

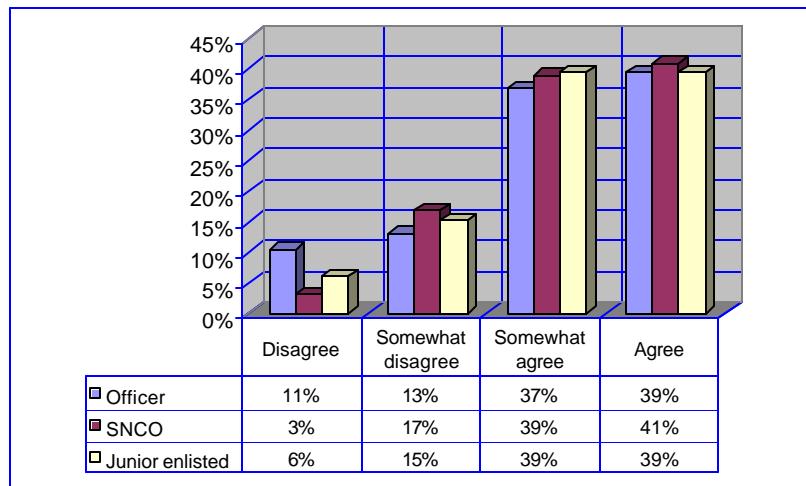


Figure 5-10. Results of Question Ten.

k. *Question 11: I Was counseled on My Leadership Performance in My Last Command*

This question determines the extent to which respondents perceive that they received counseling on their performance as leaders during their last assignment. Figure 5-11 shows the distribution of responses to be varied. The majority of officers are spread across all four categories. The majority or about half of the SNCOs and junior enlisted personnel “agree,” while their other responses are spread across the remaining three categories.

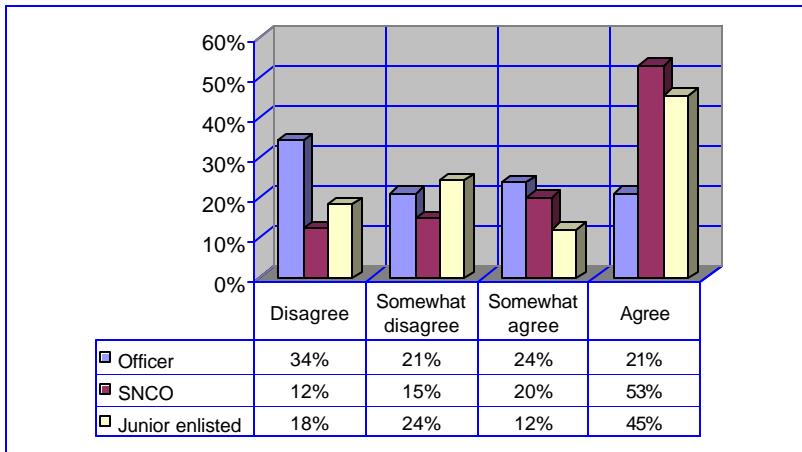


Figure 5-11. Results of Question Eleven.

I. *Question 12: Current Leadership Training and Education Positively Impacts My Job Performance*

This question determines the extent to which respondents perceived that leadership training and education positively impacted their job performance. Figure 5-12 reflects the distribution of responses. The majority of officers “somewhat agree” with this statement and only a few “agree.” Over 30 percent of officers either “disagree” or “somewhat disagree” with this statement. SNCOs, however, largely agree, with a fairly even distribution between “somewhat agree” and “agree” responses. Junior enlisted personnel “agree” for the most part with a large percentage of “somewhat agree” responses, too.

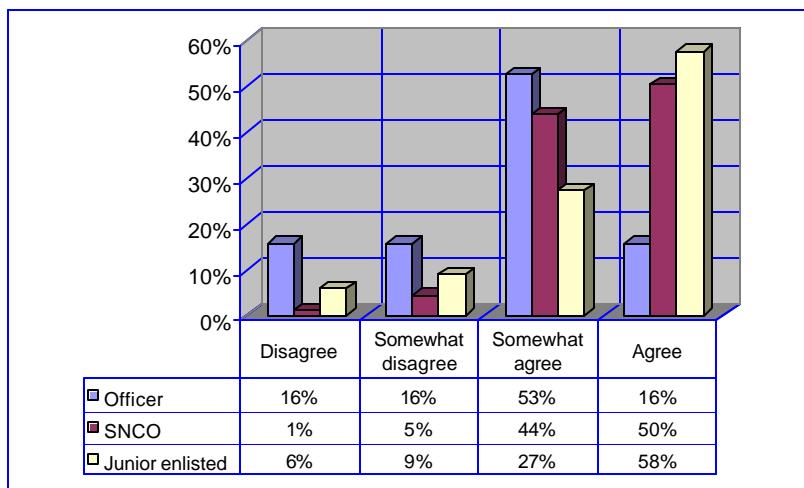


Figure 5-12. Results of Question Twelve.

m. Question 13: Leadership Training and Education Has Prepared Me to Deal with Equal Opportunity and/or Sexual Harassment Issues

This question determines the extent to which respondents perceived leadership training adequately prepared them to deal with specific leadership issues that impact command climate. Figure 5-13 reflects that the majority of officers (55 percent) only “somewhat agree” with this statement; the others are spread across the remaining three categories. The majority of SNCO and junior enlisted either “somewhat agree” or “agree” with the majority falling into the “agree” category.

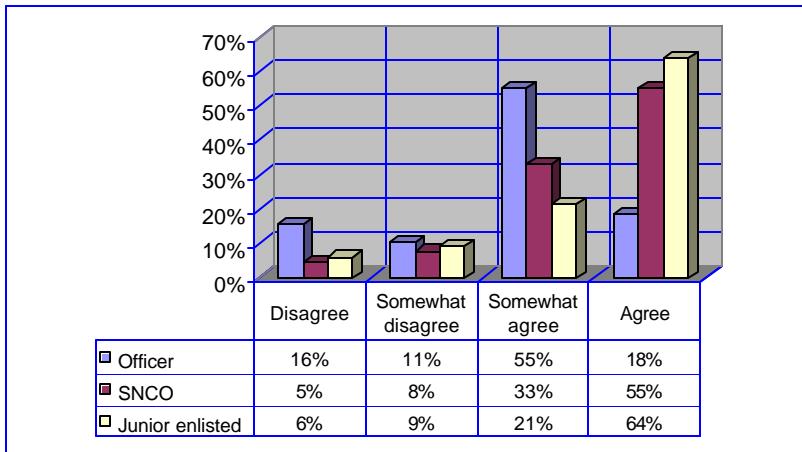


Figure 5-13. Results of Question Thirteen.

n. Question 14: Leadership Training and Education Has Prepared Me To Deal with Issues Affecting Unit Readiness

This question determines the extent to which respondents perceived that leadership training and education prepared them to deal with issues of unit readiness. Figure 5-14 shows that the majority of Marines either “somewhat agree” or “agree” with this statement. There are almost twice as many “somewhat agree” responses for officers and junior enlisted, but there is a more even distribution between these responses for SNCOs. A large number of officers also “somewhat disagree” or “disagree.”

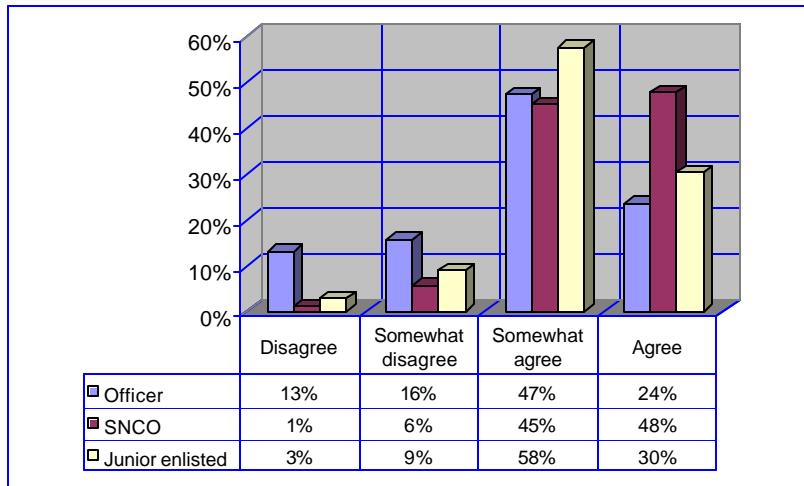


Figure 5-14. Results of Question Fourteen.

o. Question 15: Leadership Training and Education Has Prepared Me to Deal with a Wider Range of issues, e.g., “War on Terrorism,” Military Operations Other Than War.

This question determines the extent to which respondents perceived that leadership training and education prepared them to deal with a range of operational issues. Figure 5-15 shows that the majority only “somewhat agree.” A large percentage (between 13 and 32 percent) of all respondents either “disagree” or “somewhat disagree” with this statement. SNCOs and junior enlisted reported the highest percentage of “agree responses.”

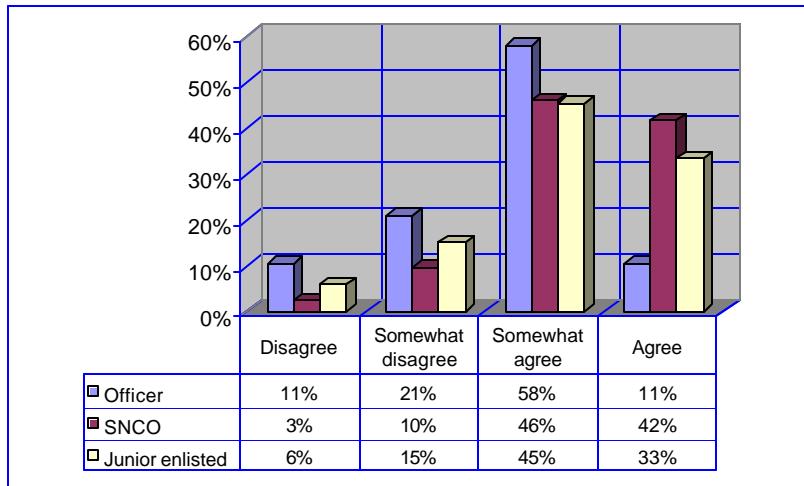


Figure 5-15. Results of Question Fifteen.

*p. **Question 16: Leadership Training and Education Should Be Adapted (Modified) to Fit the Entering Generation of Recruits***

This question determines the extent to which the respondents perceived that leadership training and education should be modified to better fit the entering generation of recruits. Figure 5-16 reflects that the majority of Marines in each case either “somewhat agree” or “agree” with this statement. A large percentage (between 12 and 37 percent) of all respondents either “disagree” or “somewhat disagree” with this statement.

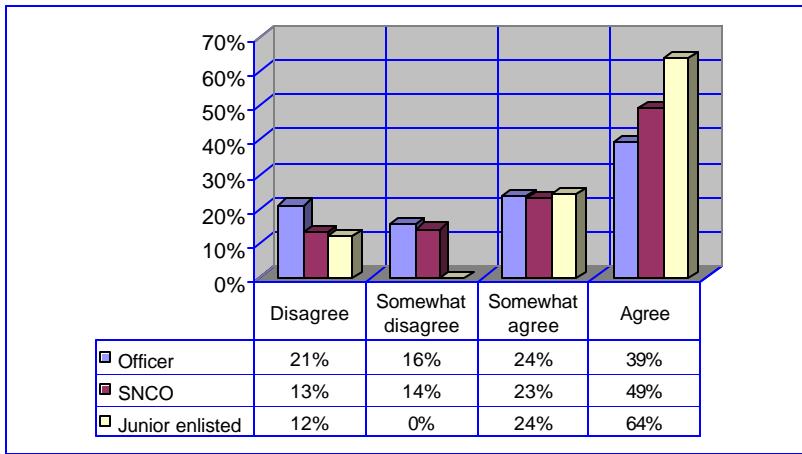


Figure 5-16. Results of Question Sixteen.

q. *Question 17: Leadership Training and Education Prepared Me to Lead Subordinates*

This question determines the extent to which respondents perceived that leadership training and education prepared them to lead subordinates. Figure 5-17 shows the distribution of responses. The majority of officers either “somewhat agree” or “agree” with this statement, although there is a higher percentage of “somewhat agree” responses. The majority of SNCOs either “somewhat agree” or “agree” with this statement with more who “agree” than “somewhat agree.” The majority of junior enlisted also either “somewhat agree” or “agree,” with more falling into the “agree” category.

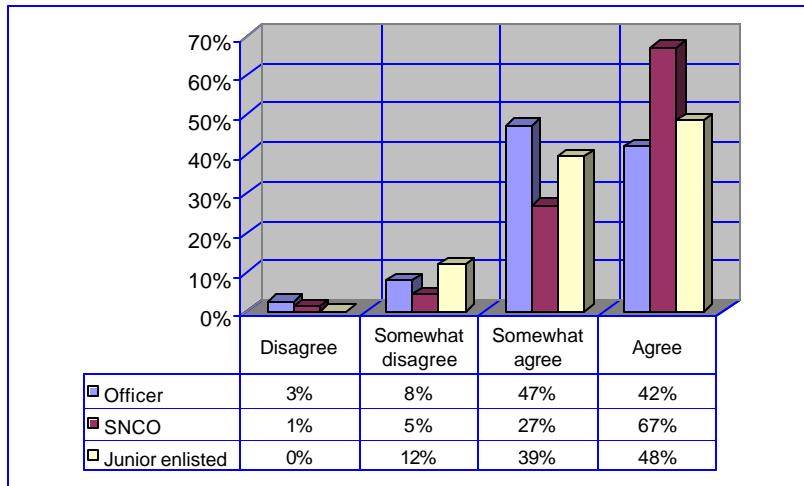


Figure 5-17. Results of Question Seventeen.

r. Question 18: Marine Corps Leadership Training and Education Courses Have Taught Me Everything I Need to Know About Leadership

This question determines the extent to which respondents agreed that training and education provided an encompassing set of leadership skills or taught them everything they currently know about leadership. This question also indirectly implies the percentage of leadership they may have received external to the Marine Corps. Figure 5-18 shows that the majority of officers “disagree” with this statement and a large number also “somewhat disagree.” The largest number of SNCOs “somewhat agree” with this statement, however, over 50 percent either “disagree” or “somewhat disagree.” The majority of junior enlisted “somewhat disagree” with 42 percent divided evenly between either “disagree” or “somewhat agree.” A relatively low percentage (0 to 12 percent) of all respondents agree with this statement.

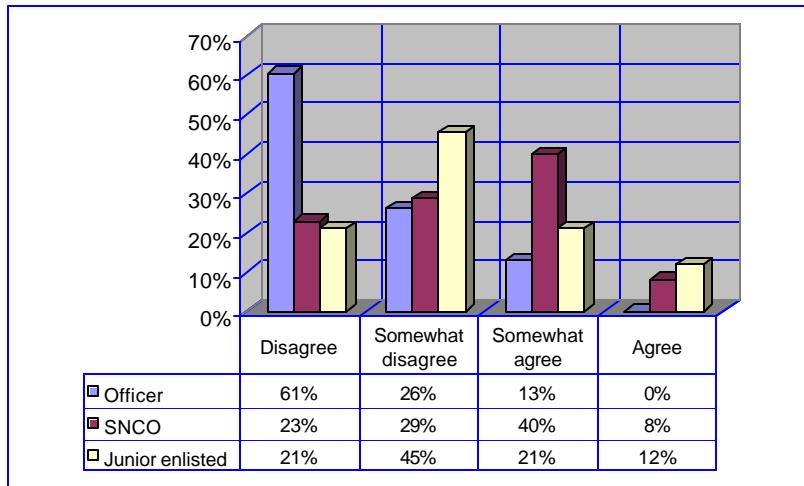


Figure 5-18. Results of Question Eighteen.

s. ***Question 19: I Received Formal Leadership Training in My Last Command***

This question determines the extent to which respondents received formal leadership training in their command. Figure 5-19 shows the majority of officers either “disagree” or “somewhat disagree” with this statement. Only a small percentage of officers (13 percent) “agree” with this statement. SNCOs and junior enlisted either “somewhat agree” or “agree” with this statement, however, a large percentage (between 40 and 45 percent) also either “somewhat disagree” or “disagree.”

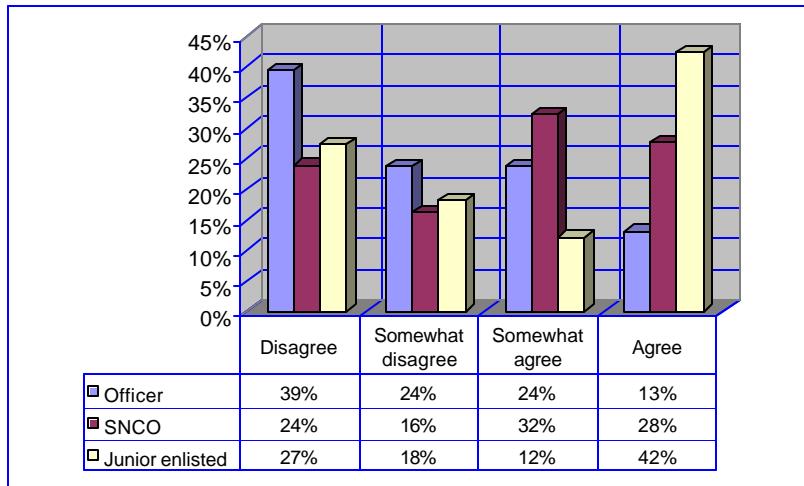


Figure 5-19. Results of Question Nineteen.

2. Results of Open-Ended Questions

Responses to open-ended questions provided survey participants the opportunity to list leadership skills that they felt were important and/or lacking from formal Marine Corps courses. The results are summarized in Table 5-1 below and each question is discussed in terms of trends and/or highlights. This list represents only those responses with two or more occurrences.

OFFICER

Importance	%	Lacking	%	Most valuable course	%
Lead by example	12	Communication	9	On-the-job training (OJT)	21
Integrity	10	Counseling	8	The Basic School (TBS)	18
Professional competence	5	Dealing w/seniors	5	Officer Candidates School (OCS)	15
Counseling	5	Real-world training	5	Mentoring from seniors	6
Giving mission type orders	4	Mentoring	5	Mountain warfare school	6
Listening	4	Justice	5	Infantry officer course (IOC)	6
Setting the example	2	Ethics	3	Recruit training	6
Handling subordinates	2	Dealing w/SNCOs	3		
Delegation	2	Understanding enlisted promotions	3		
Handling lack of resources	2	Planning	3		
Acting or taking action	2	Leading under stress	3		
Judgment	2	Peer to peer leadership	3		
Initiative	2				
Communication	2				
Disciplinary skills	2				

Table 5-1a. Summary of Officer Skills and Courses.

SNCO

Importance	%	Lacking	%	Most valuable course	%
Counseling	7	Fairness or justice	6	Non-Commissioned Officer (NCO) course	44
Lead by example	6	Marine Corps history	6	Staff Non-Commissioned Officer Academy (SNCOA)	11
Set the example	6	Unselfishness	6	Professional Military Education (PME)	9
Troop welfare	5	Decision making	5	Recruit training	6
Communication	4	Lead by example	5	War fighting courses	5
Integrity	4	Counseling	5	Other courses (unspecified)	5
Knowledge	3	Initiative	4	Core values training	4
Self-improvement	3	Bearing	4		
Decisiveness	3	Drill	4		
Courtesy or tact	3	Equal opportunity/Sexual Harassment	4		
Judgment	3	Judgment	4		
Drill and uniform	3	Set the example	4		

Table 5-1b. Summary of SNCO Skills and Courses.

JUNIOR ENLISTED

Importance	%	Lacking	%	Most valuable course	%
Integrity	9	Real-life training	9	Non-Commissioned Officer (NCO) course	29
Lead by example	9	Honesty	6	Professional Military Education (PME)	25
Judgment	7	Unselfishness	6	On-the-job training (OJT)	21
Discipline	6	Fairness	6		
Honesty	4				
Dependability	4				
Initiative	3				
Counseling	3				
Decision making	3				
Fairness	3				
Set the example	3				
Technical and tactical proficiency	3				

Table 5-1c. Summary of Junior Enlisted Skills and Courses.

a. *List the Three Most Important Leadership Skills You Have Received from Formal Training and Education Programs in the Marine Corps*

This question allows respondents to identify the three most important skills that they received from formal courses. Several trends were noted upon examining the responses. Overall, many respondents cited one or more core values or traits and principles as important skills. In addition, 12 percent of all officer, 6 percent of all SNCO, and 9 percent of all junior enlisted responses cited leading by example as one of the most important skills to possess. Integrity was a very important trait with 10 percent of all officers, 4 percent of all SNCOs, and 9 percent of all junior enlisted indicating this response. Finally, a large percentage overall cited some form of counseling, communication, and/or listening skills as critical to successful leadership as reflected in Table 5-1.

b. *What Leadership Skills are Lacking from Formal Education and Training?*

This question gives respondents the opportunity to list skills they feel are important but are either not currently taught in the leadership training and education programs or may not cover the level of information required to properly address the skill. Responses varied from officers to SNCOs and junior enlisted. Officers felt that they

needed more training in communication skills (9 percent of all responses), counseling (8 percent of all responses), and dealing with senior enlisted (3 percent of all responses) and superior officers (5 percent of all responses), i.e., people skills. SNCOs felt as though an emphasis on fairness and/or justice was lacking (6 percent of all respondents), unselfishness (6 percent of all responses), and that a greater emphasis should be placed on teaching Marine Corps history (6 percent of all responses) as it relates to leadership. Junior enlisted felt they needed more real-world training (9 percent of all responses), and a greater emphasis on skills such as honesty (6 percent of all responses), unselfishness (6 percent of all responses), and fairness (6 percent of all responses).

c. What is the Most Valuable Leadership Training and Education Program or Course Currently Provided by the Marine Corps?

This question gives the respondents the opportunity to identify the program that they felt was most valuable to developing their leadership skills. Officers (21 percent of all responses) listed on-the-job training as the most valuable training and education provided by the Marine Corps. After that, officers listed entry-level training courses, i.e., The Basic School (18 percent of all responses), Officer Candidates School (15 percent of all responses), followed by programs that force leaders to perform under stress such as Infantry Officers Course and the Mountain Warfare Training Center. A large percentage (6 percent of all responses) of officers cited mentoring from their superiors as critical to their leadership experiences. Note that no officer cited Expeditionary Warfare School or Command and Staff Course (resident or non-resident) as valuable to leadership-related training and education. SNCOs cited Non-Commissioned Officer course (44 percent of all responses), Staff Non-Commissioned Officer Academy (11 percent of all responses) and appropriate Professional Military Education courses (9 percent of all responses). Junior enlisted personnel cited NCO course (29 percent of all responses), Professional Military Education (25 percent of all responses), and on-the-job training (21 percent of all responses) as most valuable.

d. Additional Comments

Additional comments concerning leadership training and education were solicited at the end of the survey. As with any situation in which additional comments are solicited, the responses were extremely varied. Some of the more interesting

comments are mentioned below. While the comments here were only mentioned by a few Marines, they are deserving of further exploration in future research.

(1) Officers. Several of the 40 respondents commented that leadership had to be learned by doing or observing others in real-world settings and that classroom leadership training has limited value. Comments like “Most leadership lessons are accidental” and “Most leadership lessons are learned from experience or from watching others” were typical. Comments like “I learned more from team sports than from any leadership class” and “non-resident Professional Military Education (PME) is a waste of time” speak of some perceived limitations of leadership training and education.

Another comment concerned mentoring. Three officers commented that they felt mentoring was a valuable leadership-training tool and that it was underutilized. One officer commented that he experienced an “eat the young attitude versus a climate where he could learn from his mistakes.” Another commented that he felt senior officers in his MOS could provide the best mentoring but that he never received it. One officer said that there was an “emphasis on baptism by fire, instead of passing-on lessons learned.”

(2) SNCO and Junior Enlisted. Similar to officers, several SNCOs and junior enlisted mentioned on-the-job training and experience as providing the best leadership training. One Marine commented “Superiors teach leadership by their actions and the results of their actions.” Another said, “Schools teach the textbook but the real skills come from experience.” Another concern was the lack of formal leadership training and education in the units, and reliance on PME schools to teach leadership. One Marine said, “We are not doing a good job sustaining leadership training in units.” Another said, “We are not doing leadership training at the unit -level.”

3. Results of Interview Questions

Structured interviews were conducted with six key personnel to the Marine Corps training and education process. The Commanding Officer, Officer Candidates School (OCS) is responsible for screening and evaluating and to some degree training potential Marine officers. The Head instructor at The Basic School (TBS) is responsible for training and educating Marine Lieutenants in ethics, values, and general leadership. The Director, Expeditionary Warfare School (EWS) is responsible for educating Marine

Captains in the art of warfare and leadership in combat. The Director of Command and Staff Course (CSC) is responsible for educating Marine Majors in strategic leadership and planning. The operations officer, Marine Corps University acts as a liaison for all training and education programs between the Fleet Marine Force and the Marine Corps University. The Director of the Staff Non-Commissioned Officer academy (SNCOA) is responsible for educating SNCOs in leadership at various levels of responsibility.

The following summarizes their responses to the interview questions:

- a. ***What Have Been the Most Significant Leadership Skills or Principles the Marine Corps Has Formally Taught You and How Have Those Principles Prepared You for Leadership Roles?***

The most common response to this question among all interviewees was the fourteen leadership traits and eleven principles discussed in Chapter III and Chapter IV. Additionally, four of the interviewees responded that the importance of setting the example or leading by example was paramount.

- b. ***Is Current Leadership Education Relevant to Contemporary Issues and Missions Such As “War On Terror” and Military Operations Other Than War (MOOTW)? If Not, What Should Be Incorporated? What New Topics Have Been Added in the Past Year As a Result of Changes in the Environment? What Topics Have Been Removed?***

All of the respondents agreed that current leadership education is relevant to contemporary issues. Two major reasons were given. The first is that the Marine Corps style of leadership focuses on leadership basics and flexibility. The predominate opinion of the respondents was that because of this focus on basics and flexibility, it is easy for leaders trained this way to adapt to new situations. A second reason given was that Marine Corps leadership has its foundation in ethics. Leaders with a solid ethical foundation find it easier to make decisions in morally ambiguous situations that are common in MOOTW and low intensity conflicts.

Three of the respondents also made several recommendations to improve leadership training. The most prevalent suggestion was to include more ethical decision games (EDGs) or meaningful case studies in ethics. The respondents stated that it is important for leaders to confront their ethics in training and become used to making

ethical decisions prior to doing it in combat for the first time. Additionally, two respondents felt that it was necessary to understand philosophy as well as foreign cultures and their associated values. According to one officer, conflict today is a clash of values and confronting values is the cause of internal unrest.

c. *How and Where Do Core Values Fit Into Leadership Education? How Are They Incorporated Into the Mission of the School?*

All the respondents felt that core values served as the foundation for leadership. One officer said that leadership is neither bad nor good, but rather effective or not effective. A leader's ethical foundation determines whether the leader uses leadership to get good results or bad results. He pointed out that no one doubts Hitler's leadership ability; simply that he used it for evil and not good.

According to all respondents, core values are integral to Marine Corps schools and leadership development. One respondent mentioned that he never allowed his instructors to say things like "Here at the academy" or to isolate ethics training to certain situations. His point is that ethics and core values are central to being a Marine and not something that should be used in a situational context.

d. *Which Leadership Skills Are the Most Important to Commissioned Officers? Which Are Most Important to Non-Commissioned Officers? Which Leadership Skills Are the Most Applicable/Important to Officers/Enlisted Personnel in the Garrison Environment? Which Are Most Applicable/Important in the Combat Environment?*

The respondents felt that officers and NCOs need the same leadership skills but the degree to which they possess those skills differs. One officer said that not only do officers need to be able to lead effectively, but they also need to be able to teach leadership. Several respondents alluded to the special trust and confidence commissioned officers receive along with the need to know when to break the rules.

All respondents said that there is no difference between the skills needed for leadership in garrison than in combat except that combat places a higher level of stress on a leader.

e. *How Does Leadership Education Affect Command Climate and/or Morale Within A Unit? How Do Educational/Training Programs Like Equal Opportunity, Sexual Harassment, etc. Specifically Impact Command Climate and Morale? What Are the Most Important or Valuable Training and Education Programs Taught by the Marine Corps?*

All respondents felt that Equal Opportunity (EO) and Sexual Harassment classes were important to promulgate policy and set baseline standards but that it was up to the leaders in units to establish a climate. One officer said that in order to effectively implement EO, policy must be tied back to core values, particularly honor, by making a connection between what the policy says and what leaders do about EO.

All respondents felt that entry-level training courses were the most important leadership programs because they socialize recruits and candidates into the culture of the Marine Corps. Two respondents also mentioned the Marine Corps Martial Arts Program and said that it was an excellent tool for teaching Equal Opportunity (EO) issues. One officer said that martial arts levels the playing field allowing each participant to stand on their own and succeed or fail regardless of color, race, sex, or rank and that this drives home equal opportunity better than any class. This program also allows Marines to interact in a common environment and discuss issues that are not easily facilitated in a classroom.

f. *What Leadership Models Are Most Relevant to the Marine Corps? Which One Fits the Marine Corps Role and Mission Best?*

There was no real consensus or trend among respondents in deciding which theoretical leadership model was most relevant to the Marine Corps. All respondents noted that the Marine Corps is a warrior culture steeped in tradition and values. Several respondents also noted that leaders should not think of the relation with their subordinates as a master/servant relationship but as a scholar/student relationship. Three respondents described aspects of situational and behavioral leadership models.

g. *What Specific Leadership Skills Should the Marine Corps Focus On in Order to Develop the Leaders of Tomorrow? What Initiatives Are Currently Underway for Improvement or Enhancement of Leadership Skills Development?*

Despite the fact that the Marine Corps relies heavily on core values and ethics, all respondents felt that more emphasis needed to be placed on ethics and values training. One respondent indicated that the Marine Corps University is endowing a new chair of ethics and they are entering into an interagency National Leadership Consortium with the FBI Academy and the Wharton School of Business. Additionally, two respondents stated that the Martial Arts Program had great potential as a forum for leadership development. One of those respondents said that the success of the Martial Arts Program in teaching leadership and values was unexpected but welcomed.

B. SUMMARY

Surveys were administered to 40 officers at the Naval Postgraduate School, 160 SNCOs at the SNCOA, and 35 enlisted Marines at Marine Corps Base (MCB), Quantico, Virginia. Likert scale questions and open-ended questions were analyzed for trends. Structured interviews were also conducted with six key personnel in TECOM. Content analysis was used to examine the results of those interviews. Chapter VI will use the data from this chapter and Chapter IV to draw conclusions about the various leadership training and education research questions posed in Chapter I, as well as recommendations for improving leadership training and education.

THIS PAGE INTENTIONALLY LEFT BLANK

VI. CONCLUSIONS AND RECOMMENDATIONS

This chapter provides conclusions and recommendations about current leadership skills training and education in Marine Corps courses. A continuum of leadership skills is presented as a model for leadership development courses in the future. In addition, areas of potential research are also introduced.

A. CORE VALUES, ETHICS, AND FOUNDATIONAL LEADERSHIP TRAINING AND EDUCATION

Conclusion: Core values are the foundation of leadership training and education within the Corps, but some superiors in the chain of command do not always display them. The majority of survey respondents and interviewees cited core values as being the key to all leadership-related development. Core values suggest an ethical basis or framework to the Marine Corps leadership development process. This influences leadership in positive ways and contributes to a healthy climate. When Marine leaders do not display core values it compromises the process of proper decision-making and damages morale within the unit. This conclusion also suggests that some Marines perceive a gap between understanding and application of core values. In other words, a “do as I say not as I do” climate emerges that can and detract from successful leadership and mission accomplishment.

Conclusion: Core values are taught and generally understood by the majority of Marines. However, a number of Marines felt that core values lacked a clear connection between definition and application to a broad spectrum of current issues and operational scenarios. Marines generally agree that they understand core values. Several training and education courses offer ethical decision games, which simulate real-world situations, but do not provide real-world scenarios that would enable Marines to understand and resolve many of the morale issues of warfare. Furthermore, interviewees felt that core values and ethics training should provide a better connection to morale decision-making versus simply defining core values. Interviewees and a number of survey respondents stated that more ethics training was needed within training and education programs and courses.

Recommendation: Expand relevant course study to incorporate real-world scenarios where core values may or may not have been previously applied. Develop a clear connection between core values, why they are important, and how the development of specific leadership skills contributes to application of core values. One step that many units are taking is to incorporate core values training into their martial arts program. This is probably due to the fact that core values are tested under pressure and the martial arts program places Marines of all ranks into positions of temporary duress on a level playing field. Here, they can work through more complex and sensitive issues like sexual harassment or equal opportunity (EO) prior to facing an actual situation. This also applies to war fighting scenarios; typically tactical applications are discussed under this category without real-life references to the ethical decisions faced in those scenarios. Finally, explore the application of core values and how it can be accurately measured and evaluated among those in positions of leadership.

B. RELEVANCE OF TRAINING AND EDUCATION

Conclusion: PME Courses offered to Staff Non-Commissioned Officers (SNCOs) and junior enlisted personnel provide a solid foundation of leadership skills needed for garrison environments. However, a number of Marines also cited that current leadership training and education does not address emerging issues such as joint operations and military operations other military scenarios. The leadership skills taught in PME courses often carries a Marine throughout his or her career. Those skills are sufficient for routine situations such as training operations, and garrison environments. An interview with the Director of the Staff Non -Commissioned Officer academy (SNCOA) along with several survey respondents revealed the need for training and education that addresses current leadership issues such as joint operations, military operations other than war (MOOTW), and other emerging contingencies. Survey datum suggest that PME is progressive and builds on simple principles, but was not strong enough to suggest that PME currently addresses skills needed for these more complex missions.

Conclusion: PME courses offered to Captains and Majors do not provide adequate leadership training. Although officers receive training in the areas of

MOOTW, joint operations, and other contingencies, they are less convinced that PME at the Captain and Major ranks is teaching the necessary skills they need to succeed on a daily basis. A number of officer respondents stated that leadership training and education was either entirely based on skills they learned from senior officers or SNCOs or was provided only by on-the-job experiences. In other words, there is a “learn as you go” mentality rather than a deliberate approach to teach certain advanced skill sets. Consequently, most officers responded that the best leadership program they were aware of or had experienced was Officer Candidates School (OCS) or The Basic School (TBS). Expeditionary Warfare School (EWS) and Command and Staff Course (CSC) were not mentioned as assisting with all of the types of environments mentioned in this study.

Recommendation: Reevaluate training and education aspects of leadership development within current curricula for courses under the purview of Training and Education Command (TECOM). Incorporate leadership theory, to include a systematic discussion of contemporary models of leadership outlined in this study, into all PME courses for Marines. Develop a Marine Corps model of leadership that enables individuals to gain a clear picture of what is required of leadership, what the fundamental functions of leadership are, and what skills facilitate those two aspects. This model should also map career progression in terms of ideal education paths that will build strong leaders from the beginning stages of their careers.

Conclusion: Leadership training and education provided by the Marine Corps sufficiently prepares both officers and enlisted to lead Marines. However, external resources are frequently utilized by Marines to supplement their leadership education. The majority of Marines (enlisted and officer) believe that leadership training and education provided by the Marine Corps is sufficient to prepare them to lead Marines. Neither group of Marines believes that current programs and courses provide all of the leadership development they have received. This may suggest that Marines feel they are not getting all of the skills they are required to possess. Responses to open-ended questions revealed that a number of Marines are interested in receiving more advanced skills such as communication, counseling, and other people-related skills.

Most Marines stated, in one form or another, that there should be a stronger reliance on external materials and resources to supplement current training and education. The formal reading program outlined in Marine Corps reference publication (MCRP) 6-11A, offers the only direct reference to externally written leadership materials. Materials such as those produced by the Covey Institute already in use by the Marine Corps are good examples of external resources that assist Marines in framing leadership concepts and issues (Lehman, 2002). However, only a few of these references are incorporated into schoolhouse or unit training.

Survey results suggest that a number of topics and skills should be addressed in future that are not currently covered. While no organization contains an all-encompassing leadership development program, any program implemented should train to the expectations and requirements of that organization. Leaders can accomplish this through a deliberate framework for leadership training and education and an understanding of leadership theory.

Conclusion: A significant number of Marines indicated that they did not experience leadership-related training and education within their units or that there wasn't a consistent program that addressed the needs of the unit. Unit training plans consist typically consist of planned training events, required training items, and down time for maintenance as an example (MCO 5390.2D). Within those plans it is often assumed that leadership training takes place, however, survey responses indicate that leadership development often either does not occur or it does not address relevant leadership issues. The focus of these plans has traditionally been on combat scenarios and hence, leadership under those circumstances, but they have not always addressed leadership outside of those contexts.

Conclusion: Leadership training and education should be adjusted to fit new generations of recruits and new scenarios. Research indicates that recruiting is affected by the personality and culture of young people who enter military service (Etnyre, 1997). Although the Marine Corps has consistently met recruiting goals it will also need to maintain a high level of leadership that is relevant to new generations of recruits in order to retain them. The Marine Corps should not necessarily add new

leadership concepts to its instruction, but adapt to leadership concepts that are appropriate for the types of missions and environments that Marines will operate in.

Recommendation: Review the content of current instruction to determine the level of depth and quality provided by these instructions. Analyze the connection between leadership requirements and skills needed or lacking. Systematically incorporate the use of external sources applicable to developing the leadership skills outlined as lacking in this study.

C. COMMAND CLIMATE

Conclusion: Officer and enlisted Marines generally feel that leadership training and education has prepared them to deal with specific climate issues. However, leadership training and education courses teach only baseline standards and do not expand into how to apply these standards. Leadership training and education deals with a number of specific issues that are either prevalent throughout the Department of Defense (DoD) or are seen as significant to an individual unit because of the detriment these issues can potentially have. Several interview respondents suggested that only one incident or one individual could negatively impact the entire climate of a unit. The Marine Corps has conducted routine climate surveys in the form of unit surveys, equal opportunity surveys, or exit/retention surveys to determine the impact of leadership in influencing these issues. In general, these surveys have had mixed results reported across varied genders, racial backgrounds, and ranks of Marines. Survey results of this study indicate that Marines perceive that leadership training and education has only moderately prepared them to deal with these issues.

The higher the rank of the individual respondent, the more the responses indicated a lack of effectiveness of specific training classes. This suggests that courses often lack the content and quality of leadership development that Marines perceive they need to deal with these issues. Several interview respondents stated that these classes merely define standards and policies, but do not actually assist Marines in resolving conflicts within the unit. This drives home the point that leadership-training courses frequently teach only baseline principles without solid practical application and understanding. Although instruction is deliberate, it is not progressive or evolutionary and does not move the

organization toward an advanced framework required for leadership development. These conclusions can also be extended to other issues that also affect unit readiness such as substance abuse and family readiness.

Conclusion: Marines (officer and enlisted) feel that in general, they are receiving the types of skills and abilities they need to positively impact command climate and leader-follower relationships. However, formal schoolhouse and unit training and education are not always the source of this skill training. The most significant observation is that officer and enlisted personnel do not rely entirely on formal Marine Corps leadership training and education to acquire the skills necessary for complete development. This has fostered a mentality among officers that they are expected to possess the requisite skills and abilities needed to lead Marines, but that they must learn them on their own. Furthermore, most Marines feel that the Corps should utilize and teach a more complete package of skills, techniques, and advanced concepts. Typically in the past, courses taught in conjunction with Total Quality Leadership (TQL) like Covey's seven habits (Covey, 1989) involved a select few individuals who were sent to professionally taught seminars and returned to provide canned handouts and limited instruction to their units. While many Marines are excellent instructors, in most cases they do not possess the benefit of a lifetime or career in professional leadership research and development. As a result, these courses often met with limited success in terms of implementation.

The majority of individuals feel that they are being equipped to fulfill leadership roles. They also credit Marine Corps experiences, training, and education with providing them a solid basis of leadership, however, were less confident that training and education went beyond that level to provide a broader perspective of leadership development. Officers felt as though development of leadership skills were lacking at higher levels of education.

Recommendation: Current training and education courses that deal with command climate issues only address baseline standards. These courses should be restructured to be progressive and teach application and understanding. Additionally, as stated earlier, command climate issues need to be linked with core values and specific

leadership skills development. These two points require a solid theoretical background in leadership.

D. SKILL SETS DESIRED

Conclusion: Leadership training and education courses do not provide skill sets capable of addressing the general scenarios and environments that Marines will be faced with in the future. Unit-level training is inconsistent and often not conducted. Several skills are perceived to be lacking in training and education courses. This may be due in part to the lack of a deliberate leadership framework across all training and education courses. Many courses outlined in Chapter IV covered a variety of leadership topics, but were not organized consistently from course to course. This conclusion may also be the result of a reliance on a strong foundation of leadership (values and basic attributes) rooted in tradition and custom that often resists change. The Commandant of the Marine Corps has suggested 10 principles for Marine Leaders, among them is the idea that change should be embraced, and culture protected (Gen J. Jones, 2002). This approach will ensure the rich culture of the Marine Corps is sustained, but not at the expense of not adapting to an evolving level of warfare. This strong reliance and foundation in basic leadership skills and principles coupled with resource and time constraints also often hinders the ability of leadership training and education courses to develop and offer more content or more complex subjects.

Recommendation: A determination needs to be made as to which skills can be taught effectively in training and education courses and which skills are best learned in unit training programs or from mentors or Commanders. The results should then drive development of curricula by schoolhouses and unit commanders.

E. OVERALL SATISFACTION AND GENERAL COMMENTS

Conclusion: Although Marines generally agree that they are satisfied with leadership training and education efforts by schoolhouses and superiors; they also identified several areas outside of formal training and education that particularly lacked in quality and content.

- Counseling by superiors: Requirements to counsel Marines are very stringent, however, only half of all officers and junior enlisted received counseling on their leadership performance by their superiors. This may

suggest any number of explanations to include superiors were either too busy or did not feel counseling was important enough, but it may also suggest that Marines may not be adequately prepared to counsel others.

- Unit-level leadership training: A large percentage of Marines did not experience formal leadership training at their last units. Again this may be a function of unit commitments, time, and resource constraints; however, it may also suggest that Marines do not have a clear model to frame leadership development outside of combat scenarios. Therefore, they do not understand what encompasses leadership development and are not entirely equipped to do so.
- Application of skills and values: The most frequent response to the question of which leadership skill is most important was setting the example, or in other words application of learned skills and values. As indicated, core values were generally understood and followed, but not always applied as well. Application of values and learned skills are critical to successful leadership.

Recommendation: Leaders must familiarize themselves with applicable orders concerning counseling and unit leadership training. They must also be convinced of the need for more attention to the subject of leadership and subsequently devote time and resources to this development. To this end, applicable Marine Corps orders and directives should be reemphasized and Marine Corps support materials should be reorganized to provide a logical flow of leadership development. Commanders should then use these materials consistently and model their unit training plans appropriately.

F. BASELINE CONTINUUM OF SKILLS DEVELOPMENT

In general, data analysis reveals that the Marine Corps is accomplishing basic leadership skills development within its training and education courses, however, it may fall short of providing advanced skill sets to its leaders as they progress in rank. Leadership issues vary from simple to complex in nature. Leaders need a broad inventory of skills to deal with age-old issues and contemporary issues alike. Figure 6-1 below outlines a basic continuum of leadership skills needed by leaders as they progress in position and authority. This fundamental understanding should assist in framing leadership development approaches for future training and education courses on Marine Corps leadership. To some degree this continuum also provides a model of leadership competencies for Marines as a whole.

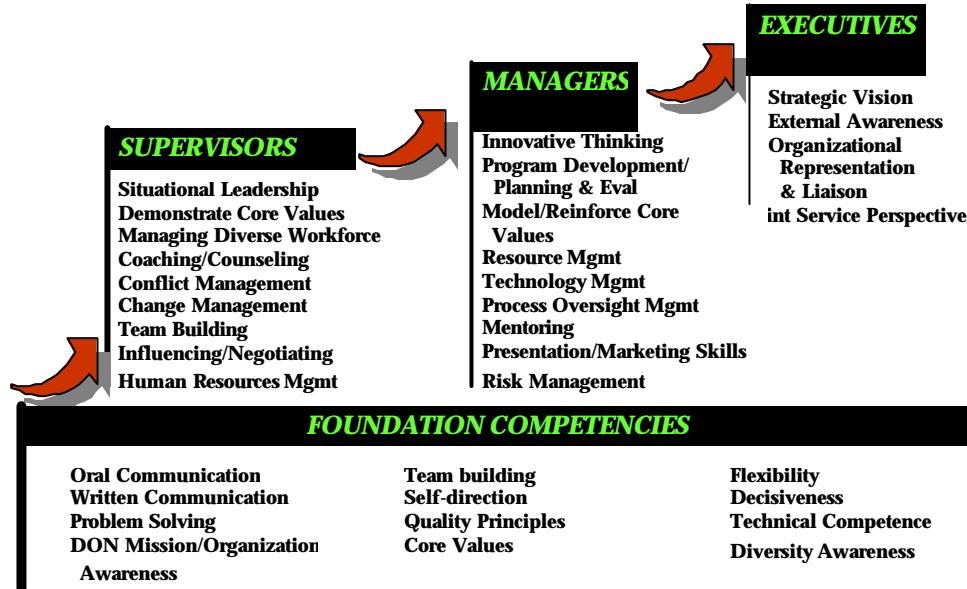


Figure 6-1. Continuum of Leadership Skills.
 (From: Equal Opportunity Branch, Manpower Division, Headquarters, U.S. Marine Corps, 2002)

G. SUMMARY

This study examined the perceptions of officer and enlisted personnel in three groups as to the fit and relevance of materials taught in training and education courses. Leadership skills that Marines receive during their careers directly impact 1) the relationships between leaders and followers, 2) the command climate and morale, and 3) the unit readiness and operations. Comparing skills taught against those that Marines feel are necessary to produce successful leadership provides a picture of the relevancy of current leadership training and education. The framework of Marine Corps leadership training and education begins with the foundation of core values and a basic understanding of the types of attributes that make leaders successful (traits and principles). Core values provide the ethical basis Marines need to support decision-making in difficult scenarios. Attributes suggest the necessary skills needed by leaders to be successful. Development of leadership skills provides Marines the necessary tools to

support decision-making and produce the right kind of climate. Ideally, the combination of core values and leadership skills produces leaders who can solve complex situations.

This analysis uses survey data from a limited number of junior enlisted personnel and officers. Junior enlisted personnel were surveyed at Marine Corps Base, Quantico, Virginia and officers were surveyed at the Naval Postgraduate School to facilitate the study, therefore, samples are considered non-random and results are exploratory. This study provides an initial look at the views and experiences of Marines toward leadership development in the Marine Corps.

H. AREAS OF FUTURE RESEARCH

Several ideas were generated during the conduct of this thesis that may produce valuable research in the future concerning the topic of leadership and leadership training and education. Several of these are listed as follows:

- Analyze the performance evaluation system to determine if the fitness report is consistent in grading the leadership qualities and skills desired
- Study the development of specific courses that address command climate issues such as sexual harassment and equal opportunity in more detail
- Analyze which leadership skills are best taught in training and education programs and which lend themselves to on-the-job experience, unit-training programs, or mentoring
- Survey a large group of Marines and perform statistical analysis to validate the results presented in this study

APPENDIX A. SURVEY QUESTIONS

Scale questions:

1. I understand the definition and role of core values.
2. Senior officers in my last command exemplified core values.
3. Core values positively affect my leadership decisions.
4. Leadership training and education positively impacted climate and morale in my last command.
5. I received relevant leadership training and education at one of the following entry - level schools: Marine Corps Recruit Depot, Officer Candidates School and/or The Basic School.
6. I received relevant leadership training and education while at my primary military occupational or follow on school.
7. I have received relevant leadership training during my career directly from superiors and/or unit commanders.
8. Professional Military Education (PME) courses have prepared me well for leadership roles and responsibilities throughout my career.
9. Professional Military Education progressively builds on leadership concepts I received in earlier courses.
10. Leadership training was applicable to daily operations in my last command.
11. I was counseled on my personal leadership performance in my last command.
12. Current leadership training and education positively impacts my job performance.
13. Leadership training and education has prepared me to deal with Equal Opportunity and/or Sexual Harassment issues.
14. Leadership training and education has prepared me to deal with issues affecting unit readiness.
15. Leadership training and education has prepared me to deal with a wider range of issues, e.g., “war on terrorism”, military operations other than war.

16. Leadership training and education should be adapted (modified) to fit the entering generation of recruits.
17. Leadership training and education has prepared me to lead subordinates.
18. Marine Corps leadership training and education courses have taught me everything I need to know about leadership.
19. I received formal leadership training in my last command.

Fill in questions:

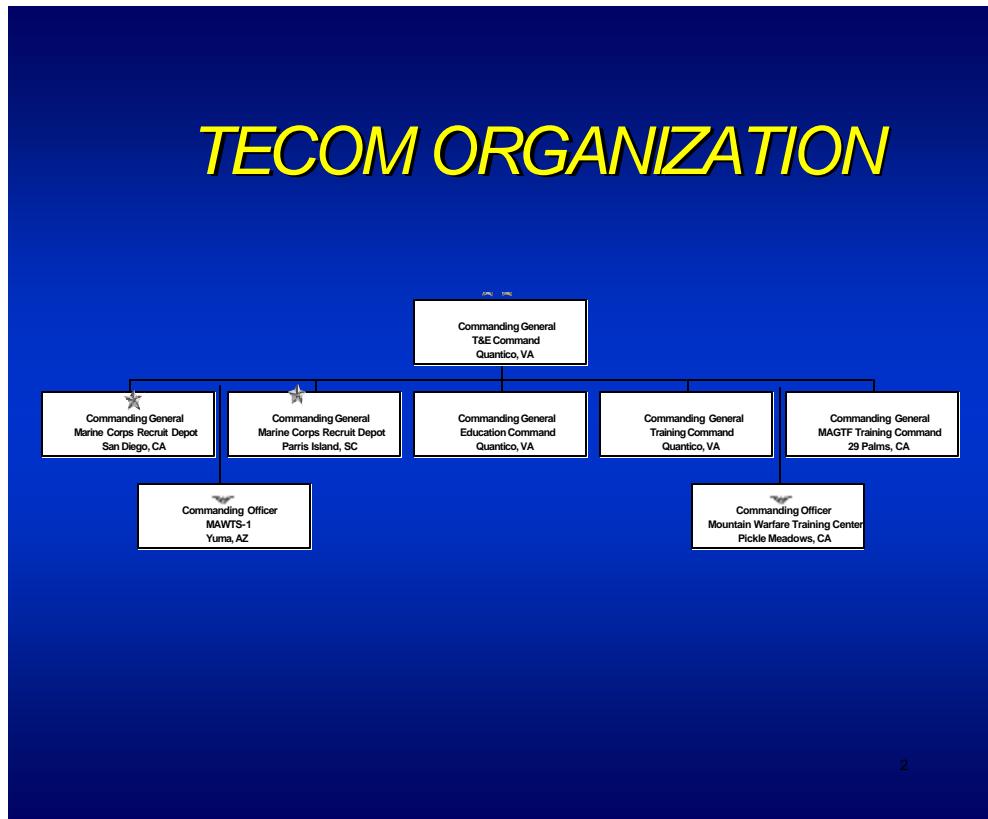
1. List the three most important leadership skills you have received from training and education programs in the Marine Corps?
2. What leadership skills are lacking from formal training and education?
3. What is the most valuable leadership training and education program or course currently provided by the Marine Corps?
4. Please provide any additional comments:

APPENDIX B. INTERVIEW QUESTIONS

1. What have been the most significant leadership skills or principles the Marine Corps has formally taught you and how have those principles prepared you for leadership roles?
2. Is current leadership education relevant to contemporary issues and missions such as “war on terror” and Military Operations other than War (MOOTW)? If not what should be incorporated? What new topics have been added in the past year as a result of changes in the environment? What topics have been removed?
3. How and where do core values fit into leadership education? How are they incorporated into the mission of the school?
4. Which leadership skills are the most important to Commissioned officers? Which are most important to Non-Commissioned Officers? Which leadership skills are the most applicable/important to officers/enlisted personnel in the garrison environment? Which are most applicable/important in the combat environment?
5. How does leadership education affect command climate and/or morale within a unit? How do educational/training programs like Equal Opportunity, Sexual Harassment, etc. specifically impact command climate and morale? What are the most important or valuable training and education programs taught by the Marine Corps?
6. What leadership models are most relevant to the Marine Corps? Which one fits the Marine Corps role and mission best?

7. What specific leadership skills should the Marine Corps focus on in order to develop the leaders of tomorrow? What initiatives are currently underway for improvement or enhancement of leadership skills development?

APPENDIX C. TECOM ORGANIZATION



2

THIS PAGE INTENTIONALLY LEFT BLANK

APPENDIX D. LIST OF LEADERSHIP TRAITS AND PRINCIPLES

- Justice: Giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently.
- Judgment: The ability to weigh facts and possible solutions on which to base sound decisions.
- Dependability: The certainty of proper performance of duty.
- Integrity: The uprightness of character and soundness of moral principles. The quality of truthfulness and honesty.
- Decisiveness: The ability to make decisions promptly and to announce them in a clear, forceful manner.
- Tact: The ability to deal with others without creating hostility.
- Initiative: Taking action in the absence of orders.
- Enthusiasm: The display of sincere interest and exuberance in the performance of duty.
- Bearing: Creating of a favorable impression in carriage, appearance, and personal conduct at all times.
- Unselfishness: Avoidance of providing for one's own comfort and personal advancement at the expense of others.
- Courage: The mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of it with calmness and firmness.
- Knowledge: The understanding of a science or an art; The range of one's information, including professional knowledge and an understanding of your Marines.
- Loyalty: The quality of faithfulness to country, Corps, and unit, and to one's seniors, subordinates, and peers.
- Endurance: The mental and physical stamina measured by ones ability to withstand pain, fatigue, stress, and hardship.
 1. Know yourself and seek self-improvement
 2. Be technically and tactically proficient
 3. Seek responsibility and take responsibility for your actions
 4. Make sound and timely decisions
 5. Set the example
 6. Know your Marines and look out for their welfare
 7. Keep your Marines informed

8. Develop a sense of responsibility in your subordinates
9. Ensure that the task is understood, supervised, and accomplished
10. Train your Marines as a team
11. Employ your unit in accordance with its' capabilities

(From: Marine Corps Reference Publication 6-11B; Marine Corps Values: A users guide for discussion leaders, 1998)

APPENDIX E. SURVEY RESULTS

LIKERT-SCALE QUESTIONS

OFFICER RESPONSES

	Somewhat										Total
	disagree		agree		disagree		agree		Agree	%	
Disagree	%	agree	%	disagree	%	agree	%	Agree	%	Total	
Question 1	0	0%	0	0%	4	11%	34	89%	38		
Question 2	3	8%	3	8%	19	50%	13	34%	38		
Question 3	0	0%	1	3%	14	37%	23	61%	38		
Question 4	4	11%	5	13%	19	50%	10	26%	38		
Question 5	1	3%	2	5%	10	26%	25	66%	38		
Question 6	5	13%	20	53%	6	16%	7	18%	38		
Question 7	3	8%	0	0%	14	37%	21	55%	38		
Question 8	6	16%	12	32%	16	42%	4	11%	38		
Question 9	6	16%	10	26%	19	50%	3	8%	38		
Question 10	4	11%	5	13%	14	37%	15	39%	38		
Question 11	13	34%	8	21%	9	24%	8	21%	38		
Question 12	6	16%	6	16%	20	53%	6	16%	38		
Question 13	6	16%	4	11%	21	55%	7	18%	38		
Question 14	5	13%	6	16%	18	47%	9	24%	38		
Question 15	4	11%	8	21%	22	58%	4	11%	38		
Question 16	8	21%	6	16%	9	24%	15	39%	38		
Question 17	1	3%	3	8%	18	47%	16	42%	38		
Question 18	23	61%	10	26%	5	13%	0	0%	38		
Question 19	15	39%	9	24%	9	24%	5	13%	38		
	113		118		266		225		722		

SNCO RESPONSES

	Somewhat										Total
	disagree		agree		disagree		agree		Agree	%	
Disagree	%	agree	%	disagree	%	agree	%	Agree	%	Total	
Question 1	0	0%	2	1%	19	12%	133	86%	154		
Question 2	9	6%	23	15%	69	45%	54	35%	155		
Question 3	1	1%	2	1%	45	29%	107	69%	155		
Question 4	12	8%	23	15%	71	46%	49	32%	155		
Question 5	2	1%	10	6%	46	30%	96	62%	154		
Question 6	5	3%	30	19%	59	38%	61	39%	155		
Question 7	1	1%	10	6%	67	44%	76	49%	154		
Question 8	3	2%	14	9%	68	44%	70	45%	155		
Question 9	1	1%	7	5%	60	39%	86	56%	154		
Question 10	5	3%	26	17%	60	39%	63	41%	154		
Question 11	19	12%	23	15%	31	20%	82	53%	155		
Question 12	2	1%	7	5%	68	44%	78	50%	155		
Question 13	7	5%	12	8%	51	33%	85	55%	155		
Question 14	2	1%	9	6%	70	45%	74	48%	155		
Question 15	4	3%	15	10%	72	46%	65	42%	156		
Question 16	21	13%	22	14%	36	23%	77	49%	156		
Question 17	2	1%	7	5%	42	27%	104	67%	155		
Question 18	36	23%	45	29%	63	40%	13	8%	157		
Question 19	37	24%	25	16%	50	32%	43	28%	155		
	169		312		1047		1416		2944		

JUNIOR ENLISTED RESPONSES

	Disagree	%	Somewhat disagree	%	Somewhat agree	%	Agree	%	Total
Question 1	0	0%	0	0%	4	12%	29	88%	33
Question 2	2	6%	5	15%	16	48%	10	30%	33
Question 3	0	0%	0	0%	12	36%	21	64%	33
Question 4	4	12%	4	12%	6	18%	19	58%	33
Question 5	2	6%	2	6%	9	27%	20	61%	33
Question 6	4	12%	7	21%	12	36%	10	30%	33
Question 7	0	0%	2	6%	14	42%	17	52%	33
Question 8	1	3%	5	15%	14	42%	13	39%	33
Question 9	1	3%	4	12%	14	42%	14	42%	33
Question 10	2	6%	5	15%	13	39%	13	39%	33
Question 11	6	18%	8	24%	4	12%	15	45%	33
Question 12	2	6%	3	9%	9	27%	19	58%	33
Question 13	2	6%	3	9%	7	21%	21	64%	33
Question 14	1	3%	3	9%	19	58%	10	30%	33
Question 15	2	6%	5	15%	15	45%	11	33%	33
Question 16	4	12%	0	0%	8	24%	21	64%	33
Question 17	0	0%	4	12%	13	39%	16	48%	33
Question 18	7	21%	15	45%	7	21%	4	12%	33
Question 19	9	27%	6	18%	4	12%	14	42%	33
	49		81		200		297		627

LIST OF REFERENCES

1. Achua, Christopher F. and Lussier, Robert N., Leadership: Theory, Application, and Development, South Western College Publishing, Cincinnati, Ohio, 2001.
2. Baek, Kyu T., The Quest for Power in Effective Leadership, Master's Thesis, Naval Postgraduate School, Monterey, California, 1984.
3. Bolman, Lee G. and Deal, Terrence E., Reframing Organizations, Jossey-Bass Publishers, San Francisco, California, 1997.
4. Bryson, John M., Strategic Planning for Public and Nonprofit Organizations, Jossey-Bass Publishers, San Francisco, California, 1995.
5. Buck, James H., and Korb, Lawrence J., Military Leadership, Sage Publications, Beverly Hills, California, 1981.
6. Burns, James M., Leadership, Harper Collins Publishers, New York, New York, 1978.
7. Charnov, Bruce H., and Montana, Patrick J., Management, Barron's, Hauppauge, New York, 2000.
8. Chemers, Martin M., The Social, Organizational, and Cultural Context of Effective Leadership, Prentice Hall Inc., Englewood, New Jersey, 1984.
9. Curphy, Gordon J., Ginnett, Robert C. and Hughes, Richard L., Leadership: Enhancing the Lessons of Experience, Times Mirror Higher Education Group, Boston, Massachusetts, 1996.
10. Dodge, George E., Hunt, James G., and Wong, Leonard, Out of the Box Leadership: Transforming the Twenty-First Century Army and Other Top Performing Organizations, JAI Press Inc., Stamford, Connecticut 1999.
11. Estes, Kenneth W., The Marine Officer's Guide, Naval Institute Press, Annapolis, Maryland, 2000.
12. Etnyre, Robb P., Naval Leadership and Society, Master's Thesis, Naval Postgraduate School, Monterey, California, 1997.
13. Evans, Martin G., The Effects of Supervisory Behavior on the Path-Goal Relationship: Organizational Behavior and Human Performance, 1970.

14. Farlow, Timothy N., The Feasibility and Potential Desirability of Incorporating Organizational Development Techniques into the Marine Corps Leadership-Training Program, Master's Thesis, Naval Postgraduate School, Monterey, California, 1977.
15. Garner Jr., John H., A Preliminary Investigation of Ego Stage and Leadership Development, Master's Thesis, Naval Postgraduate School, Monterey, California, 1985.
16. Greenberg, Jerald, Managing Behavior in Organizations, Prentice Hall, Upper Saddle River, New Jersey, 1999.
17. Greenleaf, Robert K., Servant Leadership, Paulist Press, 1977.
18. Harari, Oren, The Leadership Secrets of Colin Powell, McGraw Hill, New York, New York, 2002.
19. Hersey, Paul and Blanchard Kenneth H., Behavioral Theory of Leadership, The Free Press, New York, New York, 1995.
20. Hicks, Rodney L., Leadership Profile of a Successful Military Middle Manager, Master's Thesis, Naval Postgraduate School, Monterey, California, 1979.
21. Hitt, William D., Ethics and Leadership: Putting Theory into Practice, Battelle Press, Columbus, Ohio, 1990.
22. Hunter, James C., The Servant, Prima Publishing, Boston, Massachusetts, 1998.
23. Kirkpatrick, Shelley A. and Locke, Edwin A., Leadership: Do Traits Matter?, The Free Press, New York, New York, 1995.
24. Koestenbaum, Peter, Leadership: The Inner Side of Greatness, Jossey-Bass Publishers, San Francisco, California, 2002.
25. Lehmann, Gary C., "Transforming Marine Corps Leadership," Marine Corps Gazette, April 2002.
26. Levine, Stuart R. and Crom, Michael A., The Leader in You, Simon and Schuster, New York, New York, 1993.
27. Lewis, Raymond J., Naval Leadership: A Study of Views on Leadership Competencies and Methods to Reinforce Leadership Skills, Master's Thesis, University of Maryland at College Park, 1995.
28. Lubold, Gordon, "Unsat Leadership," Marine Corps Times, pp. 14-16, 01 April 2002.

29. Maxwell, John C., Developing the Leaders Around You, Thomas Nelson, Inc., Nashville, Tennessee, 1995.
30. Miller, Zell, Corps Values, Longstreet Press, Atlanta, Georgia, 1997.
31. Nicholls, Marc T., Resistance to Total Quality Leadership Change: An Evaluation of Individual Marine Responses to TQL Principles and Change, Master's Thesis, Naval Postgraduate School, Monterey, California, 1991.
32. Nystrom, David C., 360-Degree Feedback: A Powerful Tool for Leadership Development and Performance Appraisal, Master's Thesis, Naval Postgraduate School, Monterey, California, 2001.
33. Phillips, Donald T., The Founding Fathers on Leadership, Warner Books, New York, New York, 1997.
34. Phillips Jason F., Developing Highly Effective Marine Leaders, Master's Thesis, Naval Postgraduate School, Monterey, California, 1995.
35. Reilly, William J., Ph.D., Successful Human Relations, Harper & Brothers Publishers, New York, New York, 1952.
36. Ricks, Thomas J., Making the Corps, Simon and Schuster, New York, New York, 1997.
37. Rosenbach, William E. and Taylor, Robert L., Military Leadership: In Pursuit of Excellence 2nd Ed., Westview Press, Boulder, Colorado, San Francisco, California, 1992.
38. Roskill, Stephen W. Captain, The Art of Leadership, Collins Clear-Type Press, London, England, 1965.
39. Van Fleet, David D. and Yukl, Gary A., Military Leadership: An Organizational Behavior Perspective, JAI Press Inc., Greenwich, Connecticut, 1986.
40. Watson, James P., The Interaction between Leadership, Climate, and Satisfaction in a Professional Organization, Master's Thesis, Naval Postgraduate School, Monterey, California, 1974.
41. Wren, Thomas J., The Leaders Companion: Insights on Leadership Through the Ages, The Free Press, New York, New York, 1995.
42. Leadership Theories: Behavioral Approach,
[<http://psychology.about.com/library/weekly/aa040102c.htm>], August 2002.
43. Director, Staff Non-Commissioned Officer Academy (SNCOA), Interview by Authors, Quantico, Virginia, 16 October 2002.

44. Commanding Officer, Officer Candidates School (OCS), Interview by Authors, Quantico, Virginia, 15 October 2002.
45. Head Instructor, The Basic School (TBS), Interview by Authors, Quantico, Virginia, 17 October 2002.
46. Operations Officer, Marine Corps University (MCU), Interview by Authors, Quantico, Virginia, 16 October 2002.
47. Director, Expeditionary Warfare School (EWS), Interview by Authors, Quantico, Virginia, 15 October 2002.
48. Director, Command and Staff Course (CSC), Interview by Authors, Quantico, Virginia, 17 October 2002.
49. Marine Corps Reference Publication (MCRP) 6-11A, Book on Books.
50. Marine Corps Reference Publication (MCRP) 6-11B, Marine Corps Values: A User's Guide for Discussion Leaders.
51. Marine Corps Reference Publication (MCRP) 6-11D, Sustaining the Transformation.
52. United States Marine Corps, Marine Corps Strategy, 2000.
53. United States Marine Corps, Commandant's Planning Guidance, 1999.
54. Jones, James L., General, Ten Principles for Leaders, 2002.
55. United States Army Field Manual (FM) 22-100: Army Leadership, 1999.
56. Marine Corps Order (MCO) 1500.56, Marine Corps Values Program, 1996.
57. Marine Corps Order (MCO) 1553.1B, The Marine Corps Training and Education System, 1991.
58. Marine Corps Order (MCO) 1553.4A, Professional Military Education (PME), 1999.
59. Marine Corps Order (MCO) 5390.2D, Leadership Training and Education, 1989.

INITIAL DISTRIBUTION LIST

1. Defense Technical Information Center
Ft. Belvoir, Virginia
2. Dudley Knox Library
Naval Postgraduate School
Monterey, California
3. Marine Corps Representative
Naval Postgraduate School
Monterey, California
4. Director, Training and Education
MCCDC, Code C46
Quantico, Virginia
5. Director, Marine Corps Research Center
MCCDC, C4ORC
Quantico, Virginia
6. Marine Corps Tactical Systems Support Activity (Attn: Operations Officer)
Camp Pendleton, California